



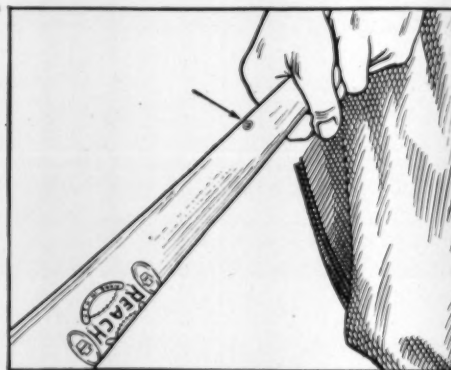
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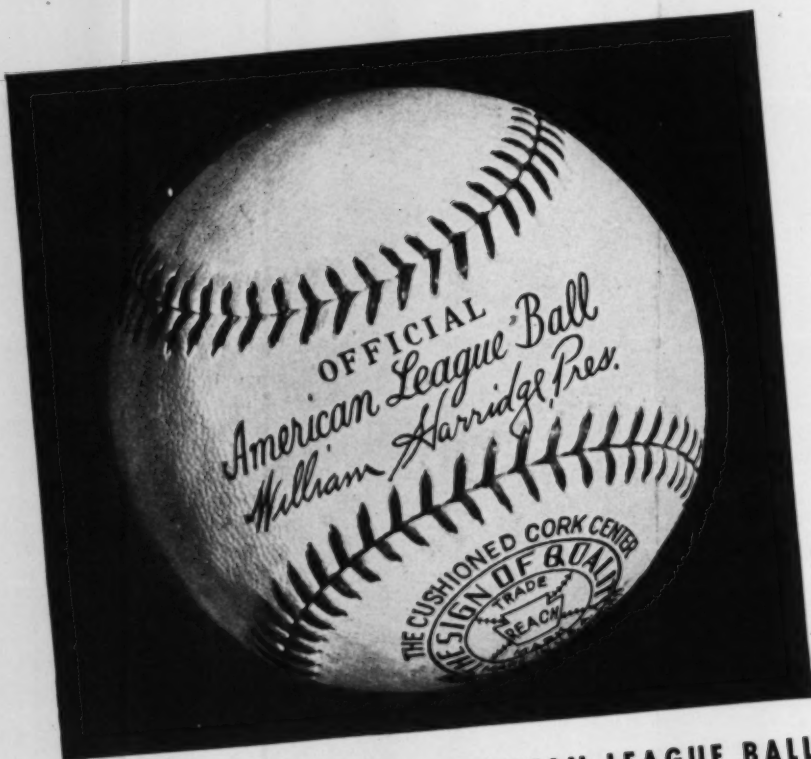
1. There are two dots on the handle of the bat. One reads "left hand up"—the other, "right hand up." A right-handed player holds the bat so that the "right hand" dot lines up with the curved portion of his hand (between thumb and finger). Note that the trade mark is not "up," but tipped forward.



2. When the bat swings back, the trade mark turns "in." As the bat swings forward the trade mark turns "up."



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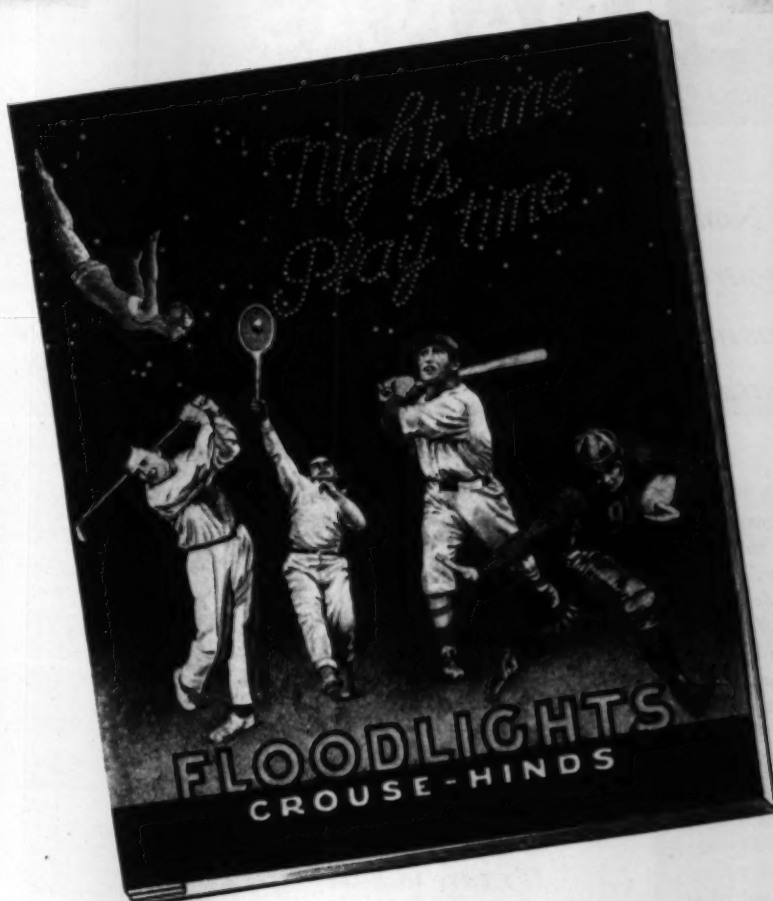


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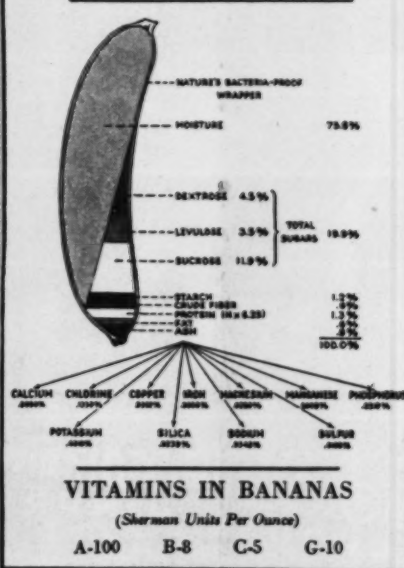
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## Letters

TO THE EDITOR OF SCHOLASTIC COACH:

I was very much interested in the table of comparative track and field records that appeared in the March SCHOLASTIC COACH, and I went over the whole thing with an eye that delights in finding errors. You see I am a former referee, and by temperament a fault-finder. I think I have caught you, if not in a personal foul, at least in a technical one. Under the 220-yards-around-a-turn you state that there is no world's or intercollegiate records around a turn at this distance. If memory serves me right, and it usually does, Roland Locke's long-standing world's record of 20.6 for the 220 had a turn in it. What do you say?

PAUL DAVIS,  
Flushing, Long Island.

March 10, 1936.

We can say very little, our memory being far from strong. Therefore, we have turned the matter over to the country's leading authority on split seconds and past performances, Daniel J. Ferris of the A. A. U., who throws the following light on the subject:

"The International Amateur Athletic Federation accepts only the best performance in each event regardless of how it was made. For instance, the accepted world's record for 220 yards is 20.6 made by Roland Locke, at Lincoln, Neb., May 1, 1926, and this record was made with a slight turn at the start. They have a special shoot at Lincoln for the 220. It is about half between a straightaway and the half turn of the quarter mile track, if you understand what I mean. In other words, they wanted to have a straightaway but the physical layout of the field would not permit of it and they did the next best thing and made a slight turn at the start in order to fit it into their field.

"The American record of 20.3 made by Jesse Owens at Ann Arbor, May 25, 1935, was, I am quite sure, made on a straightaway track. This has been submitted for approval as the world's record and, if accepted, will displace that of Roland Locke. The best performance on record around a full turn of a quarter-mile track is 21.2 made by Ralph Metcalfe at Milwaukee, June 22, 1933. This latter record is recorded as the world's record for 220 yards around a turn.

"No doubt there have been intercollegiate records made for 220 yards around a turn, but they are lost sight of in the records since only the best record is taken into consideration."

TO THE EDITOR OF SCHOLASTIC COACH:

A footnote to your track and field records table in your March issue states that the best time made last year over the new 200-yds. low hurdles for high schools was 23s. by Unsell of Canute, Kan., H. S. On behalf of the Southwest High School of Kansas City, Mo., I should like to state that one of our hurdlers, Bill Bates, ran these lows in 22.7, official time.

ERNEST CONRAD,  
Southwest H. S., Kansas City, Mo.  
March 19, 1936.

Manager Conrad should now call this performance to the attention of Mr. E. A. Thomas, Box 14, Topeka, Kan., chairman of the high school track and field records committee, from whom Scholastic Coach obtained the information pertaining to high school track performances. The editor notes that Mr. Thomas, in his Interscholastic Honor Roll for the 1935 season, mentions Bates as having done the 200s in 23.3, but there is no mention of the 22.7 cited by Ernest Conrad.

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# BULLETIN..



**CARL OLSON**

Track Coach

University of Pittsburgh

## SPRINT-TIPS FROM COACH OLSON ON GETTING OFF WITH THE GUN THE CROUCH START

The crouch start was first used in foot-racing in 1888. Mike Murphy, the famous trainer, is said to have suggested it. This style of starting proved to be much faster than the old standing and "lunge" styles in general use before the crouch. The modern crouch style, used by all sprinters, is shown in the accompanying pictures.

The first picture shows the sprinter in the "get set" position, which immediately precedes the firing of the gun.

The second picture shows the sprinter off with the crack of the gun. The right knee is raised and is pushing against the perpendicular rear wall of the rear hole. The hands press firmly against the cinder track, from their tripod position, to assist in raising the body just enough to permit the

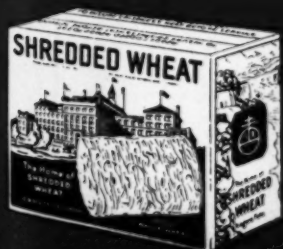
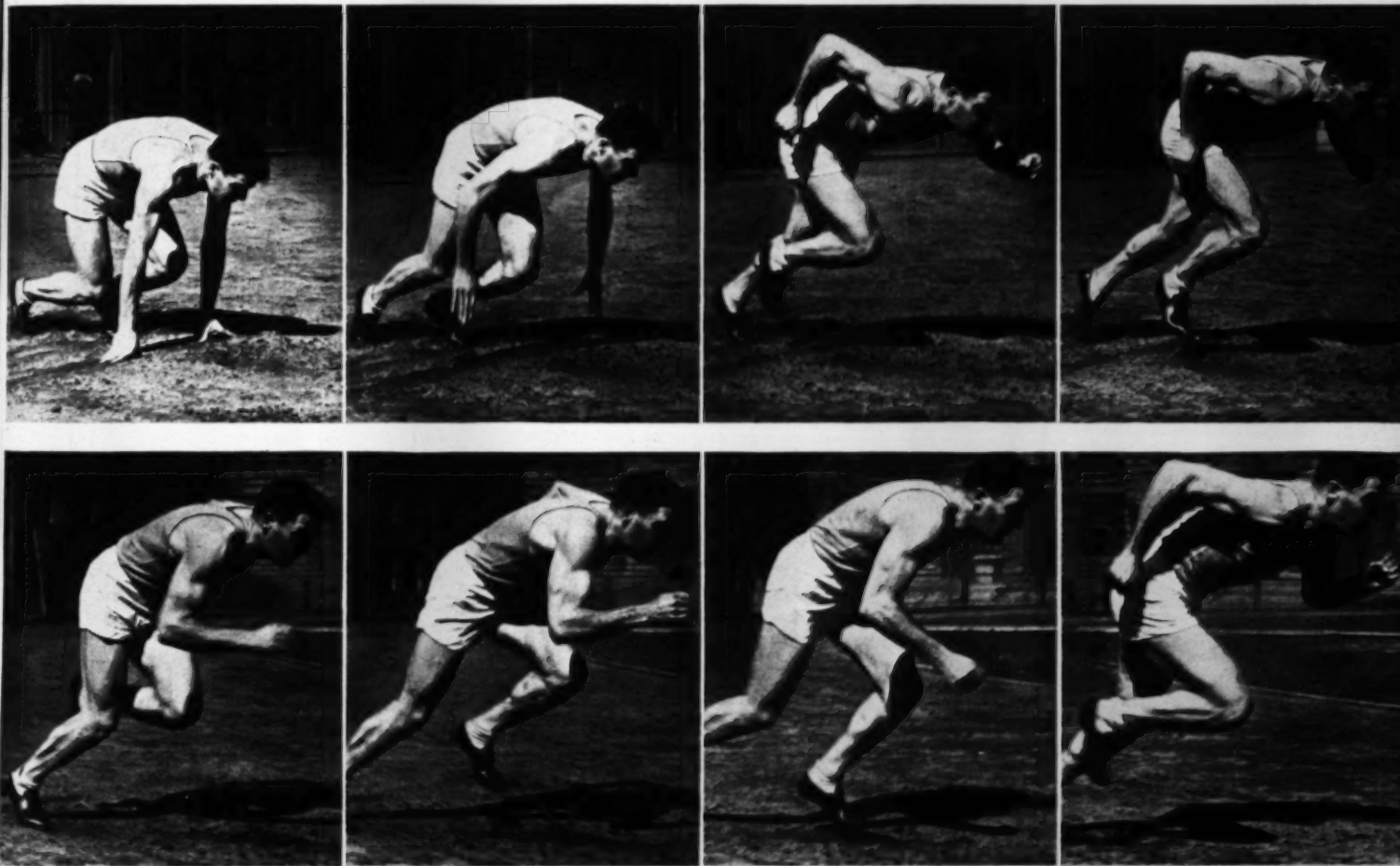
maximum pressure against the rear walls of the starting holes. Keeping his eyes fixed on a point about 10 yards up the track, the sprinter brings forward his rear foot, continuing to maintain the far-forward body lean.

The third, fourth and fifth pictures show this first step in its completeness. Note the arm action, which is a valuable aid to a quick get-away: as the foot leaves the ground the opposite arm is brought forward, and should not be raised any higher than shown.

It is not until after the first four steps that the sprinter brings his body up to the normal running angle.

The last three pictures show the finish of the second step and the start of the third.

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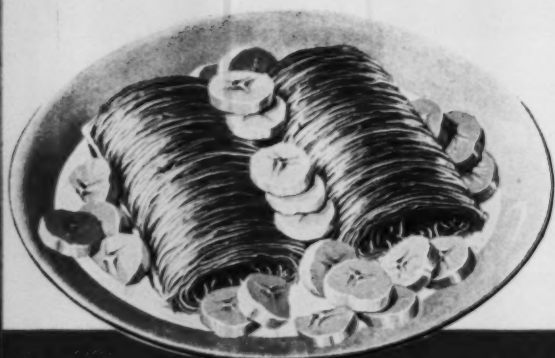


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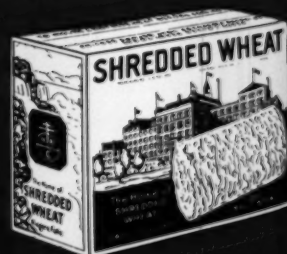
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# SCHOLASTIC COACH

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JACK LIPPERT, Editor OWEN REED, Associate Editor

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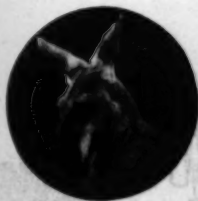
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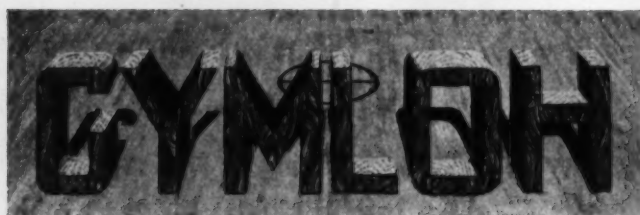


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**A major step in killing off the evils of athletics is to remove them from the extra-curricula class**

We are passing the baton over to James Edward Rogers this month. Mr. Rogers, director of the National Physical Education Service of the National Recreation Assn., states the case for high school athletics in terms which no administrator or coach can afford to ignore if they are to remain alive to the new and growing demands on today's education. Mr. Rogers:

**T**HERE is no subject in the curriculum of the junior and senior high school that demands the attention of school administrators so much as that of athletics. There are 42 states with state high school athletic associations. In many of these states such as Ohio, Indiana, Illinois and Pennsylvania, practically every high school is a member of the athletic association. Their control is state-wide, affecting every high school.

Millions of dollars are being spent on athletic fields, stadiums and playgrounds. School athletics cost money. The equipment and facilities are expensive. Trained leadership must be employed. In brief here is a most engrossing school subject that affects vitally the whole school life and its morale, costing millions in equipment, facilities, administration and leadership, yet we do not administer it on the same basis as other school subjects.

As educators we are handling most of the school subjects according to educational principle and procedure and our problems in control and management of these subjects have been almost solved. Yet this subject of athletics, fraught with dynamite for good or evil, and the cause

of a multitude of school problems, we have for some reason handled differently. We have not given to it the same educational guidance and control we have to other school subjects. This is an educational paradox difficult to explain. Why don't we handle athletics as a legitimate part of the educational program for which we are responsible according to the best educational procedure and method?

School athletics perplexes and worries much the school administrator. The problems are legion and troublesome. No group of subjects in the curriculum causes the same school rivalries, enmities, student unrest, bad feeling and upheavals as do athletics at times.

It is strange what effects athletic problems and administration have upon the school superintendent and principal. It is known that school administrators in athletic councils forsake educational standards and advocate policies in athletic control antagonistic to the best educational principles. Many examples of this strange inconsistency could be quoted. In this school subject we seem to permit the interference of the student body, the alumni and the town coach. They seem to play a part in the control.

Jung Stadium and lighting system, at the Joplin, Mo., High School, constructed at a cost of \$25,000 raised by popular subscription through business firms, and built by federal government labor. The lighting system was the gift of the local American Legion post, and cost \$4,200. The stadium will seat 3,500. Encircling the field is a 7-foot steel wire fence

Herman D. McCune



more than 2,000 feet long. Under the stadium are dressing rooms, storage rooms, a coach's room, officials' dressing room, showers and hot-water tank. The field is covered with a good crop of Bermuda grass. The Joplin coach is William N. Collins, former Missouri U. athlete and former assistant at William Jewell College.

Some of the questions that we must answer from the educational point of view and handle according to educational principles are as follows:

1. How can we best administer athletics for their educational values and benefits?
2. Are our athletics developing character?
3. Are they educational?
4. Is it wise for a boy of 15 to play football in a strenuous tournament against a man of 20 which we permit in this subject but in no other?
5. Should we not classify students participating in this subject as we do in other subjects as is now done in New York and Michigan?
6. How can we get the best values from athletics and how can we prevent the evils that now arise from the present methods of management?

[Turn page]

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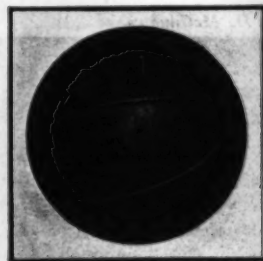


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7. Why do we suffer student alumni and town interference which we do not tolerate in any other school subjects?

8. Why do we have athletics? Is it to win or is it for its character values? What is really our aim? Of course we want to win but can we always win in life? Youth is in school to live life now and to learn in its living now the way to play the game of life later on. They cannot always win; neither should they always lose.

9. Do athletics promote a fine school morale? How can we best promote school morale?

10. Can we use athletics to bring out a higher standard in attitudes toward life?

11. Can we emphasize something besides spectatoritis? Would our schools be healthier and happier if there were more students participating in more types of intramural programs?

12. Should we encourage the intramural program? Should not the varsity teams grow out of a rich intramural program?

13. Are our playing seasons too long and strenuous for growing youth? Do they mitigate against the health of our boys and girls?

14. What are the emotional strains and stresses put upon the age, the underdeveloped ego, the frail heart, the weak nervous system, the backbone and the yellow streak? What are the detriments produced by the tacit slogan "Winning at any cost?" Does losing produce an inferiority complex? In brief, ad infinitum, here is a big school subject demanding time, money, provision, care and guidance—full of potential educational values and fraught with danger. Why do we not handle this question as we do other school subjects?

### *Need for leadership*

My thesis is that we will get rid of the evils, troubles and enmities if we will undertake to adhere to the best principles of education and to follow the best educational procedure. We must make athletics educational. We must regard it as a school subject to be administered as a regular part of the educational program. It is unwise and dangerous to permit this school program of student activity to remain outside of the jurisdiction of regular school policy. Athletics can become educational and only will become educational in character and results when the general educator will bring to it the same leadership as he does to the rest of his program.

Educators should make no distinction between curricula and extra-curricula programs. Anything that happens in the school life is part of the responsibility of the administrator. The old division between curricula and extra-curricula is fast disappearing. It is all education and part of the school program. Yet we still treat athletics as something foreign and apart—a necessary evil. Athletics is not only the most potential school subject for school spirit, for the development of character traits, for encouraging school discipline, but they are also supremely educational in their content and implications. It is the key to health training. In order to get the educational value from athletics we must treat them as an educational subject in an educational way.

Athletics we have always had with us and we will have them more and more. We must face this fact. We must provide for them and develop them along correct lines. With the development of gymnasiums, athletic fields, playgrounds and stadiums, we will have more play, more games, more sports. This is as it should be. What we need however is more mass play, more mass participation and less bleacheritis.

### *We stress the wrong factors*

A study made by Professor Thorndike of Columbia University shows that the games, plays and sports of the school curriculum rank highest among school subjects for the development of character. If athletics can train for health and character and can develop school morale and spirit and has educational implications, why do we not stress these factors rather than just the factor of winning? This is the crux of the whole problem.

The control and administration of school athletics has gone through four stages in regard to the attitude of the general educator. Thirty years ago, with few exceptions, the general attitude was one of **OPPOSITION** to this growing intrusion of this dominant activity which tremendously controls the interests of the students. This is but natural if we know our adolescent psychology. Sports are essential to youth. It is the zest of their very life. They grow and develop and become men through life experiences on the gridiron and the diamond and the playing field. They are taught to give and take. Here are some of the real lessons to be taught now for preparation of future adult living. The place of play in education has been splendidly presented by Aristotle, Hobbs, Froebel, Stanley Hall, Gulick and Dewey. Athletics, not bread, is the staff of life to the growing adolescent youth. So how unwise our predecessors were who 30 years ago opposed this potential educational force "for good as well as evil." They should have lead it and controlled it instead of having the students, alumni and the athletic association take the leadership.

So the first attitude of the general educator toward athletics was one of **opposition**. The second attitude was that of **TOLERATION**. Twenty years ago the general educator began to tolerate athletics, permitting a few members of the faculty to devote some of their spare time to work with the boys outside of school hours. Then there were few state associations, mostly local, sectional leagues. To these few faculty members we owe much for the development of the educational management of athletics. They had the vision. They devoted their time and money. They were not only missionaries but in many cases martyrs, because still the general run of educators stepped aside when it came to the question of athletics.

Ten years ago we entered into the third period, that of **COOPERATION**. Superintendents and principals began to see that not only must they tolerate but they must cooperate and take an active part in the administration of this subject that seemed to dominate this whole school and student body. Since 1918 therefore we see a remarkable growth of state athletic as-

sociations. In 1921 was organized the National Federation of State High School Athletic Associations, which today has 34 state members.

Space does not permit us to enumerate the great growth in athletics as to the number of students participating. Today however we are entering the fourth stage in the administration of athletics. This is the stage of direct administration as a school subject through school budgets under the control of the health and physical education athletic departments of the school system. A score of our cities now, like Cleveland, Detroit, Buffalo and Albany place the control of athletics as an administrative unit directly under the superintendent of schools and the director of the department of physical education and athletics. There is of course an athletic association composed of principals, faculty members, students and coaches who meet together to legislate. But the making of the schedule, the hiring and assigning of physical educators and coaches, the control of the games, the number of games, the employment of officials, the purchasing of athletic goods and uniforms and the handling of all finances are done through the superintendent of schools and his regular departments. Finances go through a common budget kept by the financial department of the school board. All purchases are made through bids. All schools have the same material and the same facilities. In the distribution of the receipts from the games, the stronger and larger schools help to carry weaker schools but still get their percentage on a pro rata basis. The study of how Buffalo and Detroit handle their athletics as a school subject through regular educational authorities is most worthy.

### *Behind the times*

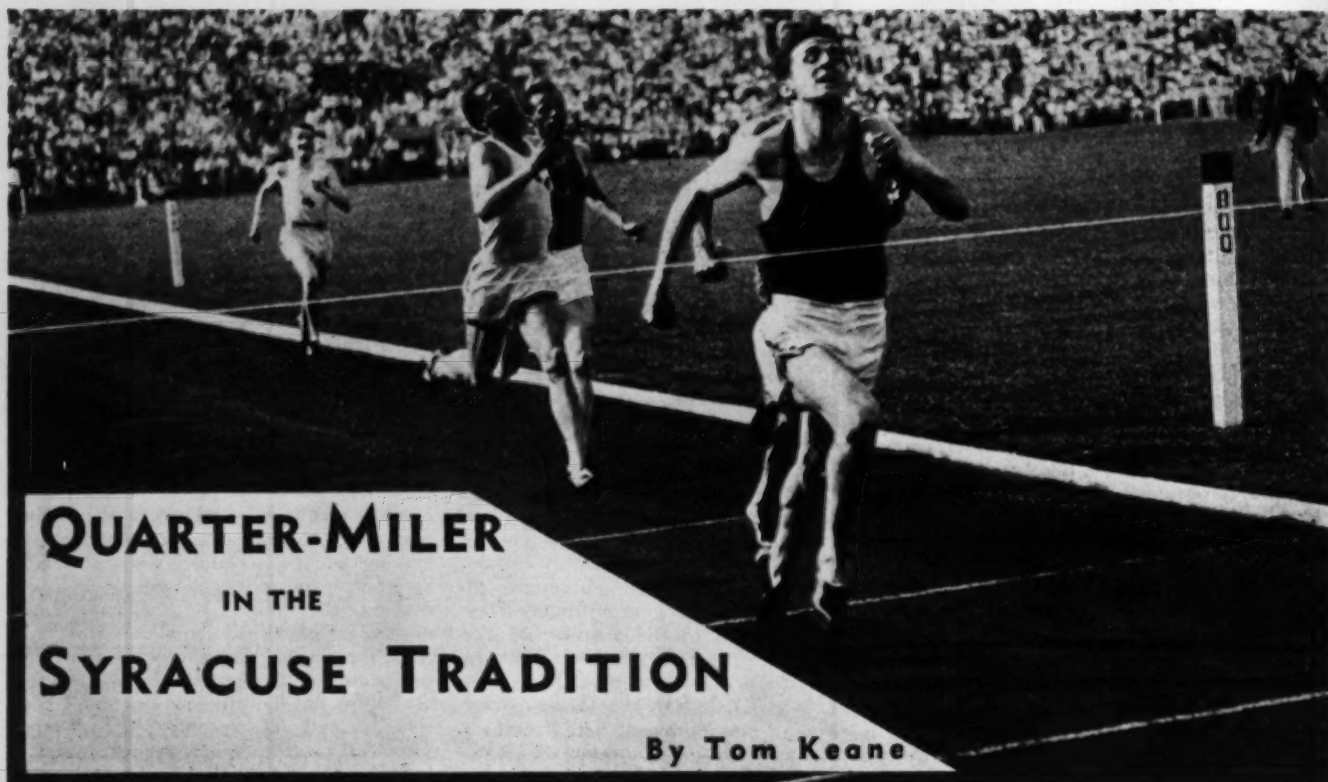
Today as we look over the country there are still a few superintendents and school administrators in the first period of opposition to the school athletic program. There are other school leaders that are simply tolerating athletics and are twenty years behind the times. There are others who are just beginning to cooperate as we started to do ten years ago. But in the next ten years, the final stage is to develop the educational possibilities of physical education and to make it a definite school subject under regular school authorities. This does not mean of course that we will have no high school athletic associations both local and state. It means that we will have student interest and student leadership and we will have committees and leagues, but the actual administration of the athletic program will be treated for its educational values and hence we will be relieved from the annoyance of outside interference.

If we want athletics to fit into our school system, to harmonize with the rest of the program, to get rid of its evils and annoyances and to develop its educational value, we must take this fourth step.

The evils that arise from athletics are not inherent in athletics but arise largely from faulty control, administration and treatment. Our bickerings, fights and enmities arise not from the game but how we handle the game.

JAMES EDWARD ROGERS





## QUARTER-MILER IN THE SYRACUSE TRADITION

By Tom Keane

The finish of the 440 in the Princeton Invitation Meet: O'Brien of Syracuse beating out

Hardin of Louisiana State; LuValle of U.C.L.A., and Fuqua of Indiana, three who had led him

until the home stretch; and Kane of Cornell. They are finishing in the order named.

According to history, this is Tom Keane's year: the veteran 63-year-old track coach at Syracuse University is due to see one of his runners win the Olympic 400-meter championship. Everything favors it, including coincidence. Every eight years, in alternate Olympiads starting in 1912, Coach Keane has developed an Olympic champion: in 1912 it was Charley Reidpath, 400 meters winner at Stockholm; in 1920 it was Allan Woodring, 200 meters winner at Antwerp; in 1928 it was Ray Barbuti, 400 meters winner at Amsterdam. Coach Keane must have something on the ball! Indeed he has, and it is still there: this year the most conspicuous evidence of it is in the person of Eddie O'Brien, 400 man extraordinary. If Eddie doesn't scale the Olympic heights this year after all he has done in the past year or so, then Coach Keane vows that he will never look a cinder in the eye again. In the following article, Mr. Keane goes into the training of his latest gift to the Olympic gods.

EVERY freshman coming out for track at Syracuse is a quarter-miler as far as I am concerned, until I become convinced that he should be something else. While it is true that I have a special fondness for quarter-milers, there is more than sentiment in my method. You see, I believe that 440 training offers the best all-round work for young runners regardless of their early inclinations. So when Eddie O'Brien came to Syracuse as a freshman with a sprinting reputation in high school,\* we tossed him in with the rest of the pack on quarter-mile duty.

The quarter mile is a great event be-

cause it is several events in one. It isn't a sprint and it isn't a distance race, but it is both of them. Thus, it serves as a means by which a coach can determine just where his runners belong. Moreover, it serves to develop stamina in weak sprinters, and speed in strong but slow distance men.

I don't mean to say that you can take all your runners, label them 440-men-in-training and in a couple of weeks point to this one and say that he is to be a sprinter henceforth, and to that one and say that he is to run the 880 or the mile. It is obviously not so simple as that; machine methods have not yet come to the aid of the track coach. There is no pattern or mould into which you can fit or measure all the men.

After a few weeks in 440 training, a new man reveals his special abilities, his strong points and weak points. The coach can experiment with each man in an effort to check on his first impressions of him. Let us take the case of O'Brien, since he is the subject of this article.

### "Lengthening" speed

As I have said, O'Brien was a good high school sprinter when he came to us. The 440 duty we gave him revealed that he was short on endurance. We decided to attempt to give him that endurance. We wouldn't be burning our bridges behind us by doing so, for it certainly wouldn't hurt his speed any to give him more strength. And we

might find that the work would bring out some hidden talent in him. That's what it did. He gained in strength and endurance. He "lengthened" his speed. We took our time in this developing process. There was no pressure. By the time his sophomore year was reached, we were ready to take our experiment into the laboratory of varsity competition. In a triangular meet indoors, in February, 1935, O'Brien was entered in the 75-yard dash and in the half mile. He won the dash event handily; and before the 880 I instructed him to let somebody else set the pace; O'Brien was to stay right behind the pacemaker. He did so, and on the bell lap stepped out and was again the sprinter, passing Linder of Cornell and finishing in 2:01, splendid time on the unresilient armory floor at Ithaca. That performance was the dénouement of O'Brien's athletic career. With a 75-yard dash and a half mile under his belt for the afternoon's performance, I decided that thereafter he would be a quarter-miler before everything else. But we did not confine him to this in a meet, and if we thought that he could win two or three events in a meet without calling out the reserves, we put him into them. Outdoors, last spring in the Colgate dual meet at Hamilton, he won the 100, 220 and 440 in the respective times of 9.6, 20.8 and 48.1. Two weeks later at Syracuse he won the same events in 9.7, 21 and 48. These were the official times, and while timing in these meets may not be all that Colonel

\* O'Brien was at Malvern Preparatory School in Pennsylvania before going to Syracuse, and before that at Holy Spirit High School, Atlantic City, N. J.

Dieges would like it, there was no one to gainsay the timers. It didn't matter, anyway, for it was clear to all that O'Brien had turned in a remarkable performance.

### **One too many**

With two such triple killings to his credit, the temptation to "double" him was too much for me in the intercollegiates at Harvard two weeks later. I entered O'Brien in the 200 and the 400 meters, a mistake which developments were to emphasize. The arrangement of the program did not lend itself to such doubling, and the consequence was that O'Brien didn't have the endurance to spread out over semi-finals and finals. He lost the 400 to LuValle of U.C.L.A. in a finish that left only a slit of daylight between them. In the 200 final O'Brien had only enough left to bring him in sixth. I chalked up the error, and O'Brien set about atoning for the defeat. The opportunity came in the Princeton Invitation meet in a 440 field dazzling with brilliance: again LuValle, and in addition Hardin of Louisiana State, Fuqua of Indiana and Kane of Cornell.

The main point brought out by the double defeat in the intercollegiates was the fact, not definitely known to us before, that O'Brien was not yet strong enough for the double burden in such fast company.

O'Brien is a "front" runner. He likes to be out there regulating things for himself, and he will make every effort within reasonable limits to get out at the start. But he will not spend more energy than he thinks is reasonable in order to gain the front position. At Princeton he thought the price was too high. His noted opponents were willing to pay it, and O'Brien remained in a not-too-removed fourth position, confident in the knowledge that his pace was just right. He won that race, the finish of which you see in the picture above. The time was 47.3. The following month, on July 4, O'Brien completed his 1935 campaign in this country with a victory in the 400 meters of the National A.A.U. championships at Lincoln, Neb. There was no doubling up. When the stakes are high we found that it doesn't pay.

With a group of other American athletes, O'Brien was invited to tour Europe following the A.A.U. championships. With the exception of a 400-meters race at Antwerp, won in 48 seconds, he was not extended while abroad, and he returned home with an unbroken string of victories, and with ten more pounds of flesh on him! His normal running weight is 170. He is six feet tall.

### **Layoff**

After a season on two hemispheres, O'Brien was only too willing to make

walking his most vigorous exercise for the next few months. He did no track work whatsoever all fall, and it was not until some time in December, as it dawned on me that O'Brien was expected in an indoor meet in Boston three weeks hence, that I suggested to him the advisability of giving his legs a stretch. We had just installed a new 11-lap portable outdoor wooden track at Syracuse, the first track of this kind we have had. Heretofore we have had to do our winter running in a much smaller and narrower track around the balcony of the gym.

After a week of "getting back into it," I put the watch on O'Brien to confirm my worst suspicions. I was right. He was rusty, and he could not possibly be ready for that opening Boston meet. We decided not to attempt it and aimed for the Millrose meet in Madison Square Garden a week later than the one in Boston.

### **Stop watch not a spur**

I rarely use a stop watch on a man as a spur. When he is in shape and it is clear that he is "up to snuff," I keep the watch out of it. I use the watch mainly when I want to find out how bad a man is, as I did in this instance where O'Brien was rusty from four months out of training; or to check a man in his pace work.

A runner's training program should depend, first, on what he is training for, and, second, what condition he is in. Let me explain. O'Brien's winter running in the big indoor meets is at different distances than he runs in the outdoor meets. For example, during the recent indoor season O'Brien ran in seven meets: this included three races at 600 yards, two at 600 meters and two at 500 yards, in addition to two relay legs of 400 meters. The indoor season for him closed on March 14. From then on when O'Brien runs it will be at nothing more than 440 yards. Incidentally, O'Brien won all of his indoor races, and set two world's records doing it.

Now O'Brien, for his first winter meet, was training for a race at 600 yards. Out of training, his first need was to build up his running strength to what it had been and to regain his "tone." And, we had a limited time—one month, after cancelling the Boston engagement—at our disposal. Therefore, I had him come out twice a day: for fifteen or twenty minutes around eleven o'clock in the morning, when he had a free period; and again after three o'clock that afternoon. This two-a-day is exceptional, and it is a program I would use only under the conditions mentioned.

### **Workout**

No two workouts are ever alike. O'Brien will come out in his sweat

togs, and jog up and down the track to warm up; then he will practise some starts; following this he may take a few easy turns around the track in the company of other 440 men if they happen to be out at the time. In building up strength for the 600 he did over-distance work at about 700 yards, or four laps around the portable track. He would do this at three-quarters speed. Never more than one of these to a workout, and it would come at the end. During the winter workouts outdoors there is necessity for constant movement throughout the practise period, because of the cold. Practise during the spring and summer can be a more leisurely thing, drawn out over a longer period.

When O'Brien is in condition he will come out, warm up, practise starts (good long ones). I may put him in various positions on the starting line with a group of quarter-milers so that he and they may get practise on the get-a-way and sprint for the pole position. Only about once a week will a gun be used. After the starting practise which, on a warm day, will have frequent pauses and rest periods, O'Brien will indicate that he is ready to close the workout by asking me what I want him to do. I may want him to step off 500 or 550 yards at three-quarters speed, which is the over-distance for the 440 and 400. Or I may want him to run off 300 to 350 yards at his 440 pace. This brings up the question of pace.

### **Olympics in lanes**

Pace isn't as important to 440 men as it is to runners over the longer distances. And pace isn't as important to O'Brien right now as it will be in July and August of this particular year. The explanation of this statement lies in the difference between lane running and non-lane running. In the Olympic tryouts and in the Olympics, the 400 meters event is run in lanes with staggered starts. This is not customary in America, and when Olympic time draws near it will behoove our 400-meter men to be well versed in lane running.

Regardless of what you may say of the value of a quarter-miler "running his own race" with a full measure of indifference to what his opponents are doing, the truth is that in a non-lane race, where the pole's the thing, a runner must regulate himself more or less to what is going on around him, behind him, in front of him. This must not be interpreted to mean that I think lightly of pace as part of a runner's equipment. Indeed, the first class man must know to the second what he is doing, so that he does not fall victim to the unwitting runner whose confidence outstrips his intelligence at the

[Concluded on page 23]



## Jack Torrance World's Record Holder

Competition Pictures  
by Owen Reed

1. The start of the hop, the right foot in its final contact with the ground at the rear of the circle. Due to limitation of space, the swing-back of the left leg is not shown. The pictures pick up the preliminary action as the left foot has swung forward and has reached its highest point. The first picture shown reveals the striking balance of the body forces, and the parallelism of the right leg and arm.

2. The hop almost completed, the body still in the air. Here is the acme of relaxation: note the loosely pointed right foot, anticipating its return to earth for a shockless landing; note also the free floating of the left hand, relaxed to the tips of the fingers.

3. The landing on the right foot completed as it sinks flat to the ground, and the "coiling" begins as indicated by the dip of the rear knee with the consequent dropping of the right elbow as it lines up for the throw forward. The shot, however, is not moved from its harbor near the chin.

4. The landing may be said to be fully completed as the left foot makes contact with the ground about six inches inside the stop board, space enough to allow for the reverse. The left arm has straightened at this point, suggesting a tenseness which may not at all exist.

5. The start of the lift. The head is well set, neither dropped too far back nor thrust forward. The left leg is firmly in contact with the ground on the ball of the foot, ready to take on the burden of weight.

6. The essence of effort. The power unleashed as the throwing arm moves forward, displacing the hand and shot from its harbor for the first time.

7. The reader is reminded that these pictures are one-fortieth of a second apart, and show the action stopped in its successive stages in a way that may serve to disillusion those who may have had preconceived ideas as to just what constitutes the most efficient action. For instance, in No. 6 we may question the efficiency of being so high on the right foot at this stage of the throw. But in making this observation we must bear in mind that our opinions on this point have been based largely on what we think we have been seeing. Our brains may not always have registered the truth. I am not saying that that is particularly the case here, but it is a psychological truism which coaches must guard against. As more and more of these wonderful pictures are made available for coaches, we will be better able to justify the facts with our notions.

8. At this point the shot is on its way, out of control of the hand. This does not show as well here as it does on the negative, where I checked this point. By all the laws of body mechanics, the shot must be off simultaneously with the departure of the right foot from the ground.

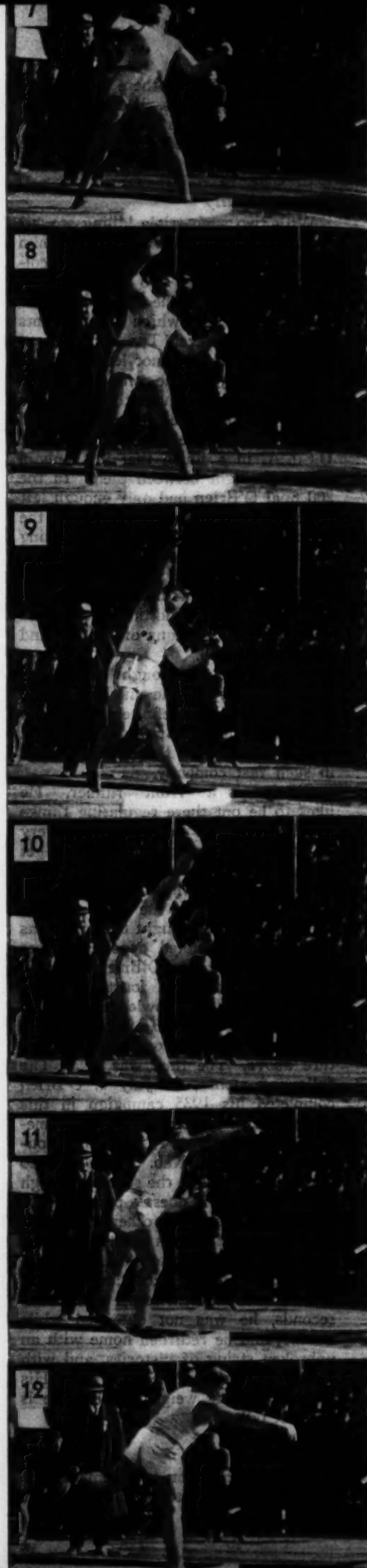
9. Here the important wrist flip is indicated by the straightened fingers, the force of their action being strongly suggested by the reaction of those fingers a fortieth of a second later in the next picture, No. 10.

10. The reverse. The forward thrust of the right hip and the whole right side of the body.

11. The body still in the air as the reverse nears its completion. The head has been held beautifully all through the action.

12. Finis. Well put!

ARCHIE HAHN.





# WHAT AGE FOR HIGH SCHOOL ATHLETES?

By F. R. Wegner

Mr. Wegner, as secretary-treasurer of the New York State Public High School Athletic Association, has been in the thick of the controversy over the question of the age at which athletes should become ineligible to represent their schools in interscholastic competition. In this article he sums up the arguments pro and con, but leaves the reader in no doubt as to where he stands on the matter. Mr. Wegner was an athlete at Cornell University, coached at New York State College for Teachers, is a football and basketball official, and since 1934 has been superintendent of schools at Roslyn Heights, Long Island, New York.

THE present recommended age limit of the National Federation of State High School Athletic Associations is 20 years; that is, a player is ineligible after he becomes 20 years of age. This is a recommended rule, and as such is not observed by all thirty-four states that make up the National Federation. Eight of the member states still retain the 21-year rule.

Two states, Texas and New York, have had recent flyers into a 19-year limit, in which an athlete becomes ineligible on becoming 19 years of age. But both states, after passing the legislation, were forced to rescind it before it could become effective.

It would seem then that, for the time being, the 19-year rule is the logical upper-age limit, and that no further modification need be considered. Yet the fact that practically every state now having this limit formerly subscribed to the 20-year rule in which athletes might compete until they became 21, raises the question as to what were the considerations which led these schools to reduce the age from 20 to 19, and why do not these same considerations hold for a still further reduction? There are three:

(1) It was considered that 20-year-old boys were too mature and that their weight and experience resulted in injuries when they were pitted against younger, lighter players.

(2) Twenty-year-old boys had no place on high school teams since they should have been graduated from high school at least two or three years earlier.

(3) The 20-year rule allowed older boys to play at the expense of the normal-age boys who had made regular progress in school.

Which of the above considerations does not apply to the 19-year age level with equal force? Let us look at a few facts.

The median age of all high school pupils in New York State for 1933 was 15 years, 7½ months.

The median age of all boys in vil-

lage or city high schools in New York State for September, 1932, was 15 years, 8 months.

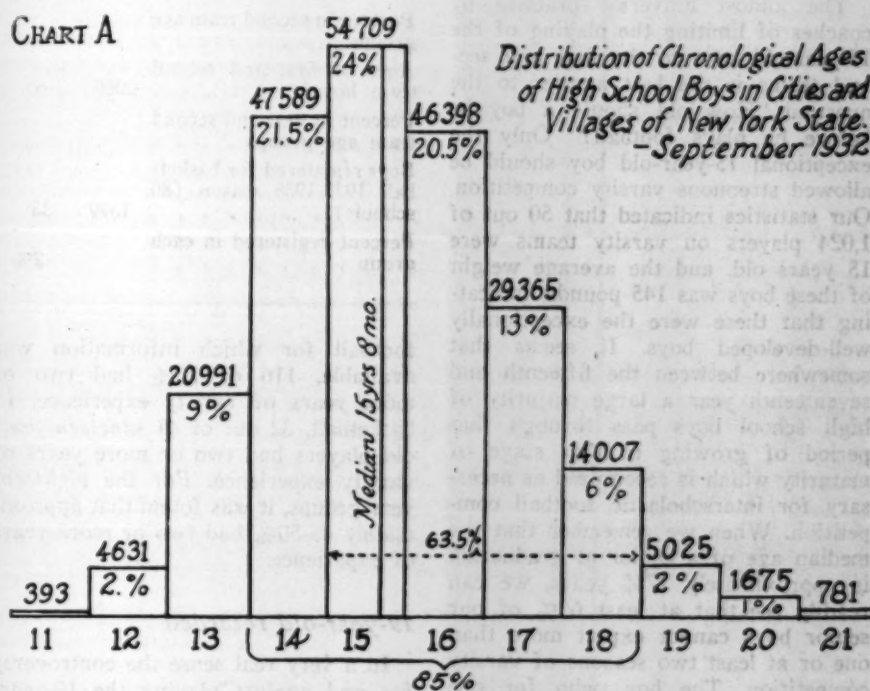
The median age of 4,000 boys registered in the New York State Football Athletic Protection Plan in 1934 was 15 years, 10½ months.

The distribution of chronological ages of high school boys in New York is indicated by Chart A.

A cursory examination of this chart (and evidence indicates that conditions in New York State are largely

preference. On the first teams, 12% or 128 out of 1,023 boys are holding down the preferred playing positions. It must not be forgotten that every 19-year-old boy playing on the first team is keeping some 16-, 17- or 18-year-old boy on the second team out of a position on the first team. In other words, from the 2% of the boys in our schools, we select 12% of the players on our varsity football teams; and there is evidence to show that these boys are playing a major portion

CHART A



paralleled throughout the United States) will immediately show that only 2% of our schoolboy population is in the 19-year age group while 85% are in the range of 14-18-year age groups, and 63½% are in the 15-18-year age group.

The New York State Public High School Athletic Association is administering an Athletic Protection Plan similar to the Wisconsin Plan. The statistics of this plan for the season of 1935 will afford some interesting highlights on the actual participation of the boys on football squads, first and second teams. (Chart B on next page.)

Of 4,944 boys registered in the plan for which we have accurate age data, 262 or over 5% of the group are in the 19-year age level. But when we examine the distribution of the ages of the boys from 93 schools on first and second teams, we begin to see that the 19-year age group has a decided

of the time since, as a group, they received the greatest proportion of accidents to the number participating.

A number of studies made in New York State show the median age of high school seniors (boys and girls) to be approximately 16 years, 8 months.

If we were to compare the weight and physical development of 5,000 unselected 19-year-old boys and 5,000 18-year-old boys we would find that the 19-year group excels in weight, P. F. I.'s, physical maturity and athletic experience.

The natural inference therefore is that the 19-year-old boys on our high school teams are heavier and more mature than the 17- or 18-year groups on our teams. However, the evidence collected by the athletic protection plan does not show any physical superiority. The average weight for the 17-year group was 150 lbs.; for the 18-year group, 154 lbs.; and for the 19-year group, 153 lbs. This can be readily

understood when we realize that the 19-year boys are recruited from only 2% of the boys in school, while the 18-year group comes from three times as large a number, and the 17-year group comes from six times as many boys. The football coach is naturally interested in the heavy strong lads, so that in this particular, the commonly quoted argument against the 19-year-old boys fails. Maturity is another variable factor of growth, and it is a fair assumption that the average 19-year-old boy on the varsity squad would not excel the average 18-year player, were it possible to measure this growth variable.

### Lower age rule unwritten

The almost universal practice by coaches of limiting the playing of the 15-year-old boys to the first and second teams is the best answer to the question "How old should a boy be before he plays football?" Only the exceptional 15-year-old boy should be allowed strenuous varsity competition. Our statistics indicated that 50 out of 1,024 players on varsity teams were 15 years old, and the average weight of these boys was 145 pounds, indicating that these were the exceptionally well-developed boys. It seems that somewhere between the fifteenth and seventeenth year a large majority of high school boys pass through that period of growing to that stage of maturity which is recognized as necessary for interscholastic football competition. When we remember that the median age of a senior at graduation is approximately 17½ years, we can readily see that at least 60% of our senior boys cannot expect more than one or at least two seasons of varsity competition. The boy, who for one reason or another is retarded in his school progress, can play an extra year even if the 19-year age rule be in force.

Erick Lindman, in *The Athletic Journal* for February, 1936, pointed out in his article, "The Intelligence Quotients of High School Athletes," that the average I. Q. for football players of the West Seattle High School in a ten-year average was 111.0. Furthermore, it was pointed out that the championship teams in this ten-year period were the teams with high ranking intelligence quotients. One conclusion can be guessed at: i.e., the 19-year-old boys on these teams had I. Q.'s considerably below 111; for if they had had I. Q.'s of 111, they would not likely have been 19 years old and still in high school.

What, then, does the 19-year old player on high school athletic teams contribute to the team? The real answer is *experience*—usually two or three years of contestant experience. Of 164 nineteen-year-old boys playing

Chart B: Pertinent Statistics Obtained from New York State Athletic Protection Plan, 1935-36

Age Groups	Totals	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.
Boys registered for football—1935 season . . . . .	4944	127	383	896	1243	1298	735	262
Percent registered in each age group . . . . .		2.4%	7.7%	18%	25%	26%	15%	5.3%
Injured in football for which claims were paid . . . . .	323	1	5	18	49	116	95	39
Percent injured in each age group . . . . .			1½%	5½%	15%	36%	29%	11%
Number of boys injured per hundred in each age group . . . . .		1	1½	2	4	9	13	15
Ages of first team boys (93 schools) . . . . .	1023	1	9	50	179	350	308	128
Percent in first team age groups . . . . .				4½%	17½%	34%	30%	12%
Ages of boys on second teams . . . . .	985	5	32	156	310	311	128	43
Percent in second team age groups . . . . .				15.8%	31.4%	31.4%	13%	4.3%
Ages of first and second team boys . . . . .	2008	6	41	206	489	661	436	167
Percent in first and second team age groups . . . . .				10%	24.3%	32.8%	21.7%	8%
Boys registered for basketball 1935-1936 season (80 schools) . . . . .	1399	33	117	276	315	392	218	48
Percent registered in each age group . . . . .		2%	8%	19%	22½%	28%	15½%	3.4%

football for which information was available, 116 or 70% had two or more years of varsity experience. In basketball, 32 out of 41 nineteen-year-old players had two or more years of varsity experience. For the eighteen-year groups, it was found that approximately 45-50% had two or more years of experience.

### 19-year-old retarded

In a very real sense the controversy for and against playing the 19-year-old boy on high school teams is belabored by conflicting philosophies of education. When we allow one of the slow 19-year-old group to play, we automatically bar a representative of the 40% 16- 17- 18-year age groups from first team experience. In this sense, we are considering the rights of the greater number, or at least representatives of the greater number. When we consider the 19-year-old boy as an individual, however, we get a closer, more intimate picture. Here he is, a mentally slow boy, who is gradually finding himself; held to a standard of scholastic work by scholastic requirements; kept in school, as hundreds of athletic directors and principals report, by the opportunity to play on the team. Our sympathy and the fact that he is a good, experienced guard lead us to forget that his presence on the team keeps a 17-year-old senior from his one chance at varsity competition.

From an educational point of view we ask for equitable competition be-

tween school teams. Generally speaking, this will be obtained when teams representing schools of nearly equal student bodies play each other. If there is a marked disparity in the weight factor of competing football teams, this should be recognized and adjustments made. Neither the 19- or 20-year age rule has any effect on this matter of equality of competition. The old saying, "What's sauce for the goose is sauce for the gander," holds true in this case; for the number of over-aged boys runs about even in each school.

The undeniable fact is that the 20-year age rule is undemocratic because it favors the older retarded boys who have had several years of varsity experience at the expense of the normal and accelerated boys who have had none, or at least not more than one year of experience on the team.

When our American high schools and our school athletic coaches are relieved of the pressure of "winning teams," they will be willing to accept a lowered age rule and apply what is manifestly a rule of reason to this question of age eligibility requirements. All too often the income resulting from varsity games has been the sole support of not only the varsity sports but also of the intramural program. If the team wins games, the gate is larger; and a coach can expand his program to include more boys. For this reason, otherwise rational coaches fight any eligibility rules which might weaken

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# CHANGING A PLAYER'S STYLE

By R. H. Mathewson

Mr. Mathewson, Executive Secretary of the Federal Adult Educational Program, has recently been appointed vocational guidance editor of Scholastic, the American High School Weekly.

THE question of whether or not a player's style should be changed has been long debated in sports circles. Many a man has gone out on the competitive field with a style that looked all wrong from the traditional professional standpoint but which proved to be a superior method by the greatest of all tests—actual competition. Many coaches are dubious, therefore, about changing a player's style.

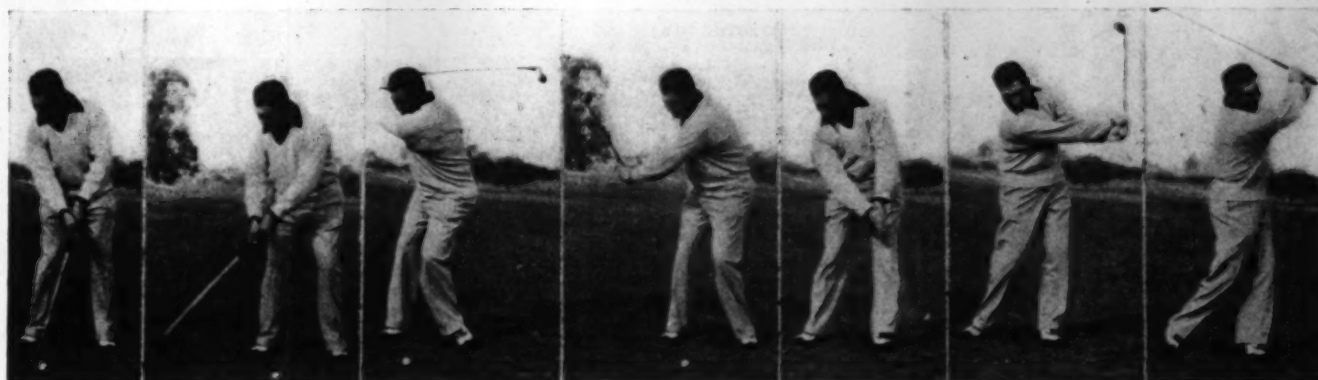
On the other hand, there are legions of players of the "just average" class, whose habitual style is undoubtedly a

ball" but to no avail. He goes on toping the ball or digging up the ground in front of it, despite all his desperate decision to keep his eye on the ball.

The trouble with this unhappy golfer is that he is thinking only in terms of "eye on the ball," when as a matter of fact, the muscles of the eye are just one single unit in a whole complex pattern of muscular coordination that may go all the way down to the toes. No doubt, if you saw this golfer in action, you would notice that the angle of his body does not remain constant throughout the swing, which would be a factor much more responsible for his failure to hit squarely, because if he rises from his bent position as he comes down on the swing he is inciting the

muscular movements that precede the eye movements and which *pre-determine what the head and eye movements shall be as the habit-pattern automatically clicks itself off.* The only way to correct the fault is to alter the whole muscular habit-pattern that leads up to it and causes it. It is in the "connected series of preliminary acts" that the change must be made.

At first glance, this principle seems to make our problem more difficult than it was before, but it really throws a flood of light on the whole mechanism that underlies "styles." By this principle we now discover why it is that a player will try to perform in a habitual way that "feels" right to him, in spite of the fact that he has



"Bring them all together in a new and correct connected series." Picture of Olin Dutra, former U. S. open champion

definite handicap to them. Every coach and trainer is supposed to be able, by some magical means, to improve the style of such players so that they may become more efficient in some particular sport.

Now, as every coach knows, this is often a difficult proceeding. It has been claimed that even highly paid professional players, well aware of defects in their style, have spent considerable time and money in an effort to eliminate faulty habits, and techniques and have not always been able to do so. Many a coach has tried for months to eradicate a fault in one of his players but eventually has given it up as "love's labor lost."

What is it about an ingrained athletic style that makes it so tough to change? Let us take, for example, the case of a golfer who cannot keep his eye on the ball. He cannot connect properly with the ball and he blames it on his inability to keep his head fixed and his eye on the ball. He concentrates on "keeping his eye on the

turn of the head. The whole pattern of his stroke is in disorder, not merely the act of eyeing the ball.

This complex muscular pattern may be likened to a punched roll of music on a player piano. The minute you get the roll started, the various notes click off automatically and once begun, cannot be changed.

So it is with a particular set of movements in golf, football or any other sport. By long habitual use, a player ingrains a certain set of muscular reactions into his play and they are all tied up together just like the notes on a music roll. "Taking his eyes off the ball" is included in this pattern of muscular movement that unreels itself inside of him. Once having started that pattern in motion, he automatically goes through with the whole thing, defects and all, including "taking his eyes off the ball."

Now, in retraining, if you concentrate merely on the eyes, failure is guaranteed, because you overlook the vital fact that there are at least several

been told many times that his method is wrong. It "feels" right to him because it is part of a whole, ingrained, muscular habit-system, over which he has no conscious control, once it gets started.

The question now arises: How can the muscular habit pattern be changed?

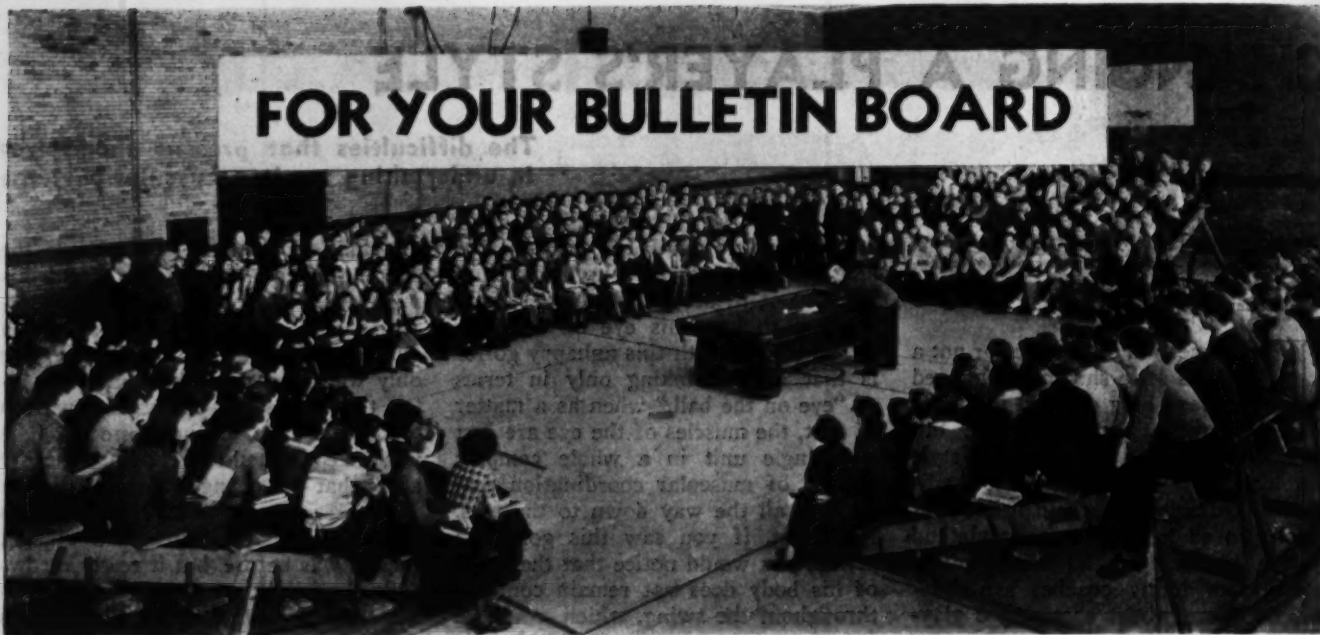
The first step lies in analyzing the acts that come before the faulty one. In swimming, for example, a faulty leg motion may be connected up with a certain movement of the left arm and that in turn with a twist of the neck in breathing. Raising the head in golf may be connected with the preliminary arm swing and may go even farther back to the player's faulty stance.

Having traced out the faulty habit pattern, right back to its origin, it is necessary to work out, step by step, sometimes even muscle by muscle, a whole new, correct series of acts, or units, to form a new habit pattern, or what an authority in this field (F. M.

[Concluded on page 32]



## FOR YOUR BULLETIN BOARD



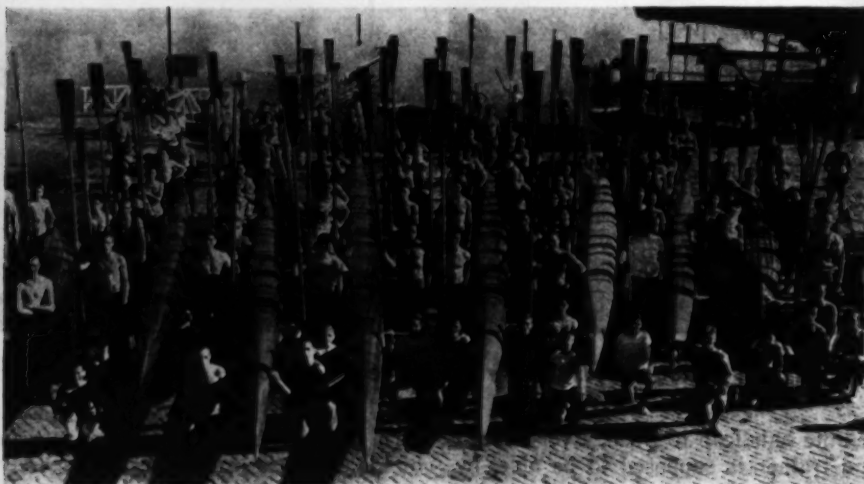
*Superior*

**THE GYMNASIUM BECOMES THE ARENA FOR A BILLIARD EXHIBITION:** Charles C. Peterson, the famous fancy shot expert, demonstrating the plain and fancy phases of the royal game to the students of West Technical High School at Cleveland, O. It was an all-day performance for Peterson in order to give every student a chance to see the exhibition.



*Wide World*

**A LEASH FOR A WORLD'S CHAMPION:** Jack Medica, greatest swimmer of the day, getting into the harness which Coach Ray Daughters has devised for the purpose of controlling and recording his speed. The cable is attached to a meter.



*Underwood*

**A RARE OPPORTUNITY FOR HIGH SCHOOL STUDENTS:** The boys of Long Beach, Calif., high schools with the 8-oared shells which have been placed at their disposal by the Long Beach Recreation Commission, for weekly practice runs over the Olympic Rowing Course at Long Beach.

**Below—THE WORLD'S No. 1 WOMAN TENNIS PLAYER TUNES UP HER STROKES:** Mrs. Helen Wills Moody demonstrates to the satisfaction of New York tennis critics that she is as good as ever. These pictures were taken during her recent visit east when she played Vincent Richards in an exhibition on a daylight-flooded indoor court.



*International*

# A PROGRAM OF HEALTH INSTRUCTION, VI

By W. G. Moorhead

This is the sixth of Mr. Moorhead's series of seven articles on a program of health instruction for the high school, based on the curriculum set up by the Division of Health and Physical Education of the Department of Public Instruction, State of Pennsylvania, of which Mr. Moorhead is the chief.

**A** CONSIDERATION of physical activity and the general effects of exercise upon bodily functions leads us to one of the most fundamental aspects of our program of physical education and athletics.

If we are to give more serious consideration to the physical welfare of the participant in our athletic program, we must necessarily adapt that program to the needs and physical capacities of the great number of boys and girls who are taking an active part in such a program. Our health examinations must be more thorough; and we should realize that it is not merely a screening process, but one which is set up to protect the individual whose health handicaps make it necessary for us to keep him out of strenuous athletic competition. It, therefore, becomes essential that there should be more definite knowledge concerning the best type of exercise and the right methods of procedure with exact information upon the results of different types of exercise upon organic neuro-muscular systems. Therefore, a study of physical activity and of physical efficiency as a positive health factor should be most helpful in developing an understanding of this most important problem.

## PHYSICAL ACTIVITY AND POSTURE

### I. Physical Activity

A. Desire for physical activity a part of nature's plan for growth, development and the maintenance of health

1. Observe: feelings when compelled to sit still for any length of time in school, in church; little children told to sit still

2. Observe forms of physical activity: compare apparent amount of time each group devotes to exercise willingly, in work or play

B. Physical activity involves the use of the bones and muscles

1. The bones

a. Composition of bones

b. Joints

c. The uses of bones

d. Essentials for growth and development

(1) Proper nourishment, especially bone-building vitamins and minerals (lime and phosphorus)

(2) Sunshine (helps body to make its own bone-building vitamins)

(3) Refraining from use of tobacco while bones are growing

(4) Non-use of alcoholic drinks

(5) Correction of some physical handicaps

(6) Correct use of bones

Posture in sitting, lying, standing, walking

(7) Proper care or correction

(a) Dislocation, sprains, strains, fractures

(b) Curvatures: lateral, posterior

(c) Weak feet

### 2. Muscles

Kinds of muscles

a. Voluntary

(1) Include muscles of arms, legs, trunk, etc.

(2) Simple structure

(3) Function

(a) To produce movement

(b) To support the body

(c) To protect certain parts of the body

(4) How the muscles produce action

(a) Contractility

(b) Tendons

(c) Arrangement in pairs

(d) Neuro-muscular connection (simplified)

b. Involuntary

(1) Control of the heart, circulatory system, breathing, digestion

(2) Simple structure

(3) Involuntary muscles depend on exercise of the large voluntary muscles for strength and efficient functioning  
Emphasize that the heart is a muscle and can be strengthened by exercise of big-muscle groups

C. The need for activity of the big-muscle groups

1. To improve muscle tone and strength

a. Relation to posture—ptosis especially

b. Need for nutritious diet

c. Effect of alcohol and tobacco

2. To promote growth and development of the vital organs and systems of the body

Need for recognition and practice of this principle during the period of growth and development of boys and girls

3. To stimulate the functioning of the vital systems of the body

Circulatory, respiratory, nervous, digestive (non-technical discussion)

4. To develop skill in control of the body in many activities

5. To increase mental alertness through removal of fatigue products and increase of food and oxygen supply

D. Selecting desirable types of big-muscle activity

1. Enjoyable—work or play

a. Effect of emotional reaction on functioning of the systems of the body (non-technical discussion)

b. Advantages of plays, games and sports versus calisthenics

c. Need for wholesome emotional expression

2. Out of doors—sunshine

3. Companionship of others

4. Amount needed in relation to age  
The adolescent—2 hours daily

5. Amount needed in relation to occupation

6. The financial aspects of different forms

7. The need for development of interest and skills in some form of recreative activity (involving big-muscle activity) which will tend to be carried on all through life

E. Conditions limiting amount and type of physical activity

1. Heart defect—importance of discovery through health examination. Dangers of participating in athletics

2. Tuberculosis—importance of discovery through health examination. Dangers of participating in athletics

3. Recovery from illness

4. Cripple

5. Malnutrition—importance of rest

6. Menstruation

a. Avoid undue fatigue, work or strain

b. Exercise in moderation desirable

c. Avoid vigorous running and jumping

7. Age of growth and development

Dangers of strenuous athletics, football, basketball in the junior high school because vital organs not fully developed. Problem of individual growth

8. Over-fatigue

a. Fatigue products accumulate more rapidly than can be removed by the blood

b. Importance of rest

9. Strains and muscle soreness

F. Corrective features of exercise

1. Relieves constipation

2. Helps to prevent the accumulation of excess fatty tissue

3. Stimulates the appetite and improves digestion

4. Corrective exercises for postural defects

## II. Posture

A. Values of good posture

1. The pupils' reasons for desiring good posture

a. To improve his appearance—clothes look better

b. To make a good impression—in school, social and business life. Conveys impression of energy, alertness, self-respect

c. Boys—in imitation of athletes and soldiers

2. Other values

a. Health: to allow space for normal growth, development and efficient functioning of the internal organs; to promote normal growth and development of bones and muscles

b. Mental: mental states reflected in posture and vice versa

c. Physical: cultivate ease, poise, grace, certain amount of relaxation, a readiness for action

B. Common postural defects

Head forward, flat chest, round shoulders, hollow back, lateral curvature, relaxed abdominal walls, flat or weak feet

C. Some causes of poor posture

1. Poor nutrition: growth and development of bones, muscles and organs affected by habits and practices in relation to foods



2. Mental attitudes: depression, carelessness, discouragement, etc., reflected in posture
3. Habits: faulty habits of standing, sitting, lying, walking
4. Lack of muscular strength
5. Clothing: tight fitting clothing; too much weight supported by shoulders; ill-fitting shoes, high-heeled shoes
6. Carrying books, newspapers or other weights habitually on one side
7. Furniture
  - a. At home: using dining room chairs, study chairs and tables of improper size and height; sleeping on high pillows
  - b. At school: desks too high, too low; seats too high, too low; seat too far away from desk; desk overlapping seat too far
8. Improper lighting: at school, at home
9. Physical defects: defective vision, defective hearing
10. Occupation
11. Disease or illness: rickets, tuberculosis; infantile paralysis; defective muscle or ligament tissue; prolonged illness

#### D. Effects of poor posture

1. Disturbance of functioning of digestive, respiratory, excretory, nervous systems. May result in constipation, nervousness, indigestion, headache, fatigue, lack of strength and endurance. (Present the fact that the body is capable of making adjustments to bad posture)
  2. Mental depression
  3. Strain on certain muscles and ligaments; over and under growth and development of certain muscles
  4. Resistance to disease lowered
- #### E. Improvement of posture
1. Removal of cause so far as possible
  2. Improvement in habits especially while boy or girl is growing
  3. Build strength in muscles that hold body in good posture
  4. Maintain happy, cheerful disposition

### Suggested Activities

- I. Prepare a discussion based on observation of the physical activity habits of animals, babies and children, and adults noting especially (a) nature of activity, play or work; (b) attitude—enjoyment or dislike; (c) approximate amount daily
- II. Each pupil present a plan by which he can secure approximately two hours daily of big-muscle activity, i.e., walking to school, physical education classes, athletics, work at home, sports outside of school, etc.
- III. Each pupil choose a type of big-muscle recreative activity in which he would like to improve his skill during the year. If possible, try to select one that is appropriate for each season—swimming, hiking, tennis, skating, horseback riding. Try to provide opportunity for the development of skills involved through the physical education program. Check frequently throughout the year
- IV. Study opportunities which the community provides for recreation, (a) spectator type, (b) participation type. Discuss needs
- V. Study examples of good posture: American Indian; art—especially in sculpture; soldiers

VI. Try to have the physical education teacher cooperate in a study of the posture needs of the class

VII. Adjust seats to fit individual pupils

### FATIGUE AND REST

#### KNOWLEDGES

The cycle of life: Activity—Fatigue—Recovery through rest.

#### I. Activity

A. Relation to energy supply, expenditure and replenishment

B. Some forms of activity

##### 1. Work

a. Factors which condition one's capacity for work

- (1) Individual differences in energy supply and expenditure of energy
- (2) Illness or fatigue
- (3) Mental conflicts, repressions, lack of interest
- (4) Status of one's health
- (5) Surroundings: temperature, light, atmosphere, noise
- (6) Nature of task: interesting, monotonous, complexity, rhythm
- (7) Length of working day: overtime work; distribution of pauses for rest; work habits, e.g., elimination of superfluous movements, concentration
- (8) Attitudes of self and co-workers, congenial, cooperative

b. Individual variations in working

- (1) Typical ways of working
  - (a) "Warming up"—a gradual improvement at the beginning before the general decrease in output begins
  - (b) "Initial spurt"—superior performance at the beginning followed by rapid falling off
  - (c) "End spurt"—improvement toward the end of the task

c. Meaning of efficiency in work—the economy of the use of energy, doing best possible work with smallest output of energy in the shortest time. Quality of work more important than speed

d. Types of work

- (1) Predominantly big-muscle activity
- (2) Predominantly mental activity

e. Some fatigue hazards

- (1) In industry: overtime, piece-work at home, lack of opportunity for relaxation during working hours, repetition of same actions
- (2) In agriculture: excessive use of certain big-muscles in activity, long hours
- (3) In the teaching profession: long hours of study at night after a day of similar work; constant demands on nervous energy
- (4) In school
  - (a) Demands on energy of home, school and other activities
  - (b) Dangers of some pupils carrying excessive loads—study, social life and home work
  - (c) Long hours of home study

##### 2. Play

a. Wholesome forms to be encouraged because of values in the promotion of normal growth and

development physically, mentally, socially and emotionally

- (1) Play tendencies of children in the different periods of development
- (2) Satisfying activities for the different play periods. The importance of the natural development of big-muscle co-ordinations preceding the development of the accessory muscles or finer coordinations
- (3) Amount of big-muscle activity needed daily for normal growth and development

b. Situations which afford fatigue hazards

- (1) Play activities greatly prolonged without adequate breaks for rest
- (2) The use of highly organized games requiring high degree of skill and mental activity for children of lower age groups, e.g., basketball in the fourth grade
- (3) Play activities continued late at night
  - (a) Neighborhood gangs
  - (b) Dancing
  - (c) Social activities
  - (d) Traveling for athletic activities
- (4) Over-strenuous activities for certain children—nervous types, malnourished
- (5) Inadequate rest following play activities
- (6) Athletic programs for adolescents in which certain physiological and anatomical facts are disregarded
  - (a) The fundamental importance of conservation of energy during adolescence

<sup>1</sup> For the maintenance of efficient functioning of body systems

<sup>2</sup> For the promotion of normal physical growth and development

a<sup>1</sup> Period of rapid growth making great demands on heart; tendency to unequal growth of parts, e.g., skeletal and muscular system or organs

b<sup>1</sup> Appearance of healthy physique not safe guide in judging strength or power of endurance

Importance of heart examination previous to participation in athletics

c<sup>1</sup> Differentiation in skeletal growth of boys and girls

<sup>12</sup> The pelvic girdle; the shoulder girdle

<sup>22</sup> As result of this difference running and throwing activities tend to require greater expenditure of energy for girls than for boys

d<sup>1</sup> Tendency of heart and lung power to be less in girls than in boys. Activities requiring speed and endurance tend to require greater expenditure of energy on part of girls than of boys

<sup>3</sup> For the normal development of the reproductive system

Excessive participation in athletic activities without due regard for the physiological changes involved at this period may deplete energy supply for this new function

c. The importance of regulating play activities in proper proportion to other activities and to rest

[Continued on page 30]



# FIGHTIN' MOOD

By Russell J. Schill

When two teams are evenly matched in physical ability, Mr. Schill will put his money on the team with the brighter, the more inspired and inspiring leader. Anyhow, that's the way it has worked out for him over the past eight years during which his football teams won 65 games, lost eight and tied seven. A year ago the author left Struthers, Ohio, High School to take over the coachship at Ellwood City, Penna., High School.

**T**HE high school football coach who fails to develop a player to take up the team leadership where the coach leaves off exposes his team to a weakness that is often the turning point between victory and defeat when rival teams are otherwise evenly matched.

In this brief article on developing the kind of captain who can wield this balance of power I am taking the point of view that football leadership is largely the result of training. That is, I am going more than half way over to the side of the environmentalists. To be sure, the boy I look for is one with certain qualifications, but it is neither here nor there with me whether he was born with these or got them in the bloodstream or in nursery school. The job of making a football captain out of this qualified player is one of training—the coach, like Mark Hopkins, on one end of the log and the player on the other.

We all know what we look for in the way of qualities of leadership in football—brains, football ability, character, appearance, school spirit, initiative, personality, cooperation, loyalty and fight. These are perhaps vague and somewhat abused terms, and they overlap here and there. But they give the idea of what we are seeking.

As soon as the football season is over I begin to look over the list of boys who will be back for one more year. I pick out one who seems to me to have the above qualifications in the greatest degree, let him know that I want him to train and study to be next year's captain, and then go to work with him. Let me say here that I do not take a chance on getting a boy who seems less qualified than some other by leaving the selection up to the squad; nor will I have anything to do with the co-captain and multiple-captain system which has some vogue.

Having selected the boy on whom I pin my hopes, I immediately take him into my confidence. I have him frequently to my home where we talk about as wide a range of subjects as possible in order to broaden the basis

of our relationship. We go to different sports events throughout the winter months, and if we see a real fighting hockey captain, or a basketball captain, we make it our business to go down to the dressing room after the game and have a chat with him. In other words, throughout the inactive season of football my captain candidate is encouraged to do a great deal of observing.

**Get**

**60**

Throughout the spring and summer months we study our opponents for the coming season, taking into consideration their expected strength and style of play. Twice a week we will sit down in the evenings and discuss various situations that a captain might be confronted with in a game. A great many times we get out the football chart and play a whole game through, with the captain answering all the questions that I might ask him in regard to penalties, team problems, situations on times-out, between quarters and substitutions.

By the time September rolls around, the captain is a strategist and practically a seasoned leader. This is a big asset in helping him gain the confidence of the other sixty boys on the squad. As soon as the squad has worked out for about two weeks and I have a good line on my roster as to their ability and character, the captain and myself go into conferences on our team personnel.

In these conferences we find out which boys on the squad need to be called to battle with sharp words and which ones need encouragement just before the game. We also discuss the

possibilities of each boy when he is actually under fire.

After the first two weeks of the fall training, the squad is ready to make active use of the captain. From now on throughout the season I have the captain take the limelight with the squad. He talks to the squad every night either before, after, or during the practice, so that they will gain confidence in their leader and respect his words of encouragement.

If a member of the squad comes in off the field discouraged or in an angry mood, the captain calls him aside and gives him words of encouragement and praise.

When we have a sick or injured player on our squad, the captain and myself are on the job to visit him and to do everything possible to make him comfortable in his distress. At all school pep assemblies and club pep meetings throughout the town, the captain is on the scene to help put over the affair.

After the captain has been firmly set into the hearts of every squad member, I set about to working the psychology for each game. The word "psychology" nowadays may mean almost anything. But with us it refers to the science, or tactics, if you prefer, of getting the players into the desirable frame of mind for a given game. In two words, it is "fightin' mood."

Every football coach knows there is nothing more important for victory than the mental attitude of his players before a game. He appreciates the fact that after the game has begun not much can be done from the outside to change the players emotionally. If he enters the game in the wrong mental attitude, it is too late to do anything about it.

Somehow my teams have been able to be keyed up to an emotional pitch Saturday after Saturday, and every coach will agree that this is remarkable. We don't use mirrors or consult a medium, unless you can call our captain this. I must say that he has succeeded in working wonders. For instance—

I remember our playing one of the hardest games on our schedule one year. The previous spring the coach of the opposing team had been a candidate along with me for the head coaching position of the school where I was then coaching. I found out that this coach was out to give us an awful

[Continued on page 36]

# 3 REASONS

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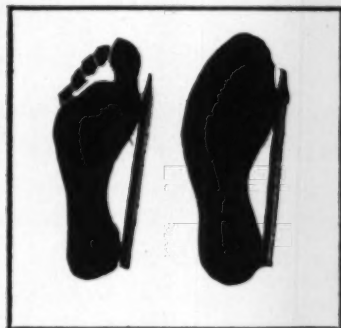
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# New Books on the Sportshelf

## Royal road to tennis

LAWN TENNIS MADE EASY. By Bunny Austin. Pp. 110, illustrated—photographs. New York: The Macmillan Co. \$1.50.

ENGLAND'S world-famous tennis star is revealed in this book as a teacher of the first rank: his enthusiasm for the lesson he has undertaken to teach is evident in every line; he goes directly to each problem with the dispatch of one sure of his subject and his teaching technique.

This book is a worthy contribution to tennis literature because it makes available to all the system of tennis instruction known as the Austin-Caulfeild System, named after the author and his coach, Captain G. B. Caulfeild. The system, as it has been evolved, is

The movements used in swinging an axe, a hatchet, a sickle, a brush, are utilized in simplifying the learning of proper stroke technique. It is convincing, and this reviewer regards it as the best lesson plan that the literature of the game has produced. The material is well organized, the sentences short and pointed, the type easy to read. Every stroke is classified, and the differences between similar strokes, such as the slice, the chop and the cut, are sharply marked. The work is strikingly illustrated with excerpts from the British-Gaumont instructional tennis film, in which Austin is the demonstrator, and from Austin's own collection of pictures. Among the latter are photographs showing the use of the hatchet, axe, sickle, etc., in acquiring sound tennis strokes. The book in-

Austin," he whispered diffidently, "but I think you've forgotten your trousers."

Austin also repeats some of the remarks the fancy ladies made on seeing him in all his, or rather most of his, nakedness. "Oh, hasn't Austin got hairy legs?" one remarked, to which Austin would have liked to reply, "Well, madam, what did you expect—feathers?"

PAUL R. DAVIS

## 1936 Track & Field Guide

N.C.A.A. 1936 OFFICIAL TRACK AND FIELD HANDBOOK. No. 112R, Spalding's Athletic Library. New York: American Sports Publishing Co. Pp. 96. 25 cents.

TRACK and field is one of the sports\* in which the high schools have official representation on the National Collegiate A.A.



**AUSTIN'S SMASH:** The author "killing" an overhead lob. "Note the left arm pointing to the sky and the knees bent," he says. "Note especially the disk at the end of the racket

pointing to the sky. Here, however, as in the serve, the left arm at the end of the stroke should have swung down sooner. This would have given greater freedom to the stroke, and

greater power." Austin calls the smash "one of the easiest strokes to teach," and likens the action to that of putting the shot. Illustration from "Lawn Tennis Made Easy" (Macmillan).

the result of a collaboration which Austin arranged three years ago when, after five years of international tennis, he encountered "difficulties that threatened to choke and put an end to my career." Anyone who is familiar with Austin's career on the courts may suspect that the player is exaggerating the extent of the difficulties in which he found himself. But it is true that here was a first-class tennis player who had reached an impasse in his road to improvement, and had decided that if he were to gain further objectives he would have to take a detour. When he met Captain Caulfeild, the detour was charted; and this book is a fascinating road map of the whole course. The author says:

The System, simply, is a method of teaching stroke production in lawn tennis by means of suggestion and comparison—the simple comparison of the methods in lawn tennis not only to those in other sports . . . but to those in such occupations as mining and lumbering.

cludes chapters on tactics, special comment on tennis for girls, diet and training, and clothes for the player. In this last connection, it is interesting to recall that Austin is the person who popularized shorts in the big tournaments, and the first to essay the Wimbledon centre court in this abbreviated garb. Austin recalls the first time he decided to flaunt custom and appear in shorts in a tournament along the Riviera.

I myself took two years to summon up enough courage to wear shorts, although for years I had known how much more healthy, comfortable and reasonable they were for tennis. I hovered in my bedroom . . . putting them on, taking them off, putting them on again. . . . At last I summoned all my courage, put and kept them on, and wearing an overcoat to conceal them as much as possible, went out of the hotel to play. My bare legs protruded beneath my coat and I slunk through the lobby self-consciously. As I passed through the door an agitated porter followed me. "Excuse me, Mr.

rules committee. This representation is desirable on these college committees because the college rules are the pattern for the high schools and receive wide distribution through the excellent publication facilities of the American Sports Publishing Co. under the editorship of John Doyle of A. G. Spalding & Bros.

In the Swimming Guide for 1936 evidence of the growing high school influence was seen in the re-arrangement of the national interscholastic records into high school and prep school sections. Now in the Track and Field Guide we find the high school

\* The high schools, through their National Federation, also have actual representation on the Swimming Rules Committee, and on the National Basketball Committee, which, however, is not an N.C.A.A.-controlled committee, but is one made up of representatives of the A.A.U., the Y.M.C.A., the N.C.A.A., the National Federation (high schools) and the Canadian Amateur Basketball Association. The high schools for years sought representation on the N.C.A.A. Football Rules Committee, but no longer do so because they now publish their own rule book and interpretations.

consciousness realized as never before in this sport, in a ringing article by E. A. Thomas, the Kansas state secretary, who sits as the only high school member of the N.C.A.A. Track and Field Rules Committee. The editors gave Mr. Thomas a page in which to put over his message, and he made every word count. He is in favor of changing the track and field rules and program of events as observed by the college wherever it is found unsuitable for athletes of high school age: instead of a discus which most high school boys can't grip securely, he would have a smaller discus; instead of 42-inch high hurdles, he wants, and has gotten, 39-inch high hurdles. Whether or not you, dear reader, like 39-inch high hurdles, you cannot but admire the progressive attitude of your representative on the rules committee. He seems capable of going over obstacles of any height in getting for high schools the rules and materials his tests prescribe. However, we want to take this opportunity to warn Mr. Thomas to watch his step, especially when writing such bold and sensible statements as "There is nothing sacred about the track and field program so far as high schools are concerned." Great heavens, sir, is this the proper 200% American attitude to assume toward anything that has been standing as long as the 120-yards high hurdles? Be careful or Mr. Hearst will be declaring you unconstitutional.

JACK LIPPERT

#### Other new books received

**Softball.** *Softball Yearbook, 1936.* This is the official annual of The Amateur Softball Association of America, and contains the official rules, instructions on how to conduct a tournament, how to lay out a diamond, and other helpful information on the game that, in organized leagues under the A. S. A. A., attracted 61,764,000 spectators during the 1935 season, and was played by close to a million players on 61,758 teams. This booklet is published by the *Chicago American* and the Athletic Institute, and although a price of 25 cents is marked on the cover, Colonel Brown of the Institute tells us that high school coaches may obtain a copy free if they write to M. J. Pauley, 326 W. Madison St., Chicago.

**Tumbling.** *Tumbling for Girls.* By Marna Venable Brady. This is one of the few books on tumbling that have been written especially for girls. It is written expressly for high school and college instructors. Miss Brady's compact volume is generously illustrated with good photographs of her Bryn Mawr tumblers, and supplemented with stick drawings. (Lea & Febiger, \$1.50.)

**Swimming.** *Swim: Teach Yourself to Swim.* By Margaret Penton Hamilton. As the title suggests, this 64-page book is a course in swimming, with Miss Hamilton as the unseen coach projecting a pleasant personality into simple and brightly phrased lessons for beginners. We especially recommend it for the timid and afraid. Instructors would be interested in the book for observing the methods, some of them novel, used by one who "has taught thousands to swim in an incredibly short time," as stated in the foreword by Nell Snead. Amusing pen drawings emphasize the points brought out in the text. (A. L. Burt Co., \$1.)



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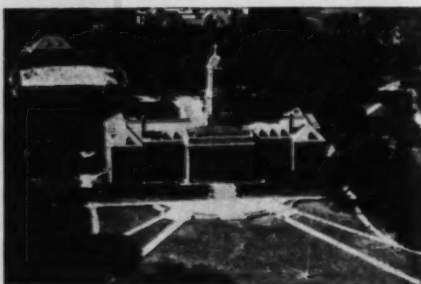
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## Coaching School Directory

The following directory includes the short-term coaching schools and the regular summer sessions offering special courses in coaching. This directory, for the May and June issues, will be enlarged to include those schools that were not ready to announce their 1936 plans at the time this issue went to press.

**BLANEY PARK**—Blaney, Ind. July 5-12. John McCarthy, director.

**BUTLER UNIVERSITY**—Indianapolis, Ind. Aug. 10-15. Paul D. Hinkle, director.

**CAM HENDERSON'S**—Marshall College, Huntington, W. V. Aug. 17-22. Cam Henderson, director.

**COLGATE UNIVERSITY**—Hamilton, N. Y. Aug. 17-22. William Reid, director.

**UNIVERSITY OF COLORADO**—Boulder, Colo. June 22-July 25. Harry Carlson, director.

**DUKE UNIVERSITY**—Durham, N. C. July 20-25. Wallace Wade, director.

**INDIANA BASKETBALL SCHOOL**—Logansport, Ind. Aug. 17-22. Clifford Wells, director.

**UNIVERSITY OF IOWA**—Iowa City, Iowa. June 8-July 15. O. M. Solem, director.

**KANSAS STATE HIGH SCHOOL**—Topeka, Kansas. Aug. 24-29. E. A. Thomas, director.

**NAT HOLMAN'S BASKETBALL COACHING SCHOOL**—College of the City of New York, N. Y. June 22-26. Walter Williamson, director. See advertisement this page.

**NORTH CAROLINA UNIVERSITY**—Chapel Hill, N. C. Aug. 17-29. Robert A. Fetzer, director.

**NORTHEASTERN UNIVERSITY**—Boston, Mass. June 22-27. Edward S. Parsons, director. See advertisement opposite page.

**NORTHWESTERN UNIVERSITY**—Evanston, Ill. Aug. 17-29. K. L. Wilson, director.

**OHIO UNIVERSITY**—Athens, Ohio. June 15-Aug. 28. O. C. Bird, director.

**PENN STATE COLLEGE**—State College, Penna. Three sessions. See advertisement this page.

**PIO NONO**—Milwaukee, Wisconsin. Aug. 24-29. E. T. Dermody, director.

**SPRINGFIELD COLLEGE**—Springfield, Mass. June 29-Aug. 1. Elmer Berry, director. Olympic Study Tour, June 29-Sept. 1. See advertisement this page.

**TEXAS H. S. COACHES ASSN.**—Dallas, Tex. Aug. 3-8. H. N. Russell, Fort Worth, director.

**UTAH STATE AGRICULTURAL COLLEGE**—Logan, Utah. June 8-12. E. L. "Dick" Romney, director.

**STATE COLLEGE OF WASHINGTON**—Pullman, Wash. June 15-July 11. J. F. Bohler, director.

### State Basketball Tournaments

SCHOLASTIC COACH next month will publish its annual national review of state high school basketball tournaments. A large, two-page table will give data on the winners, attendance, etc., in each state, along with a brief statement of the type of attack and defense used. This will be elaborated in the supplementary text with articles by tournament directors, coaches and others qualified to comment on the technical aspects of the championship games. Basketball coaches: don't miss the May SCHOLASTIC COACH!

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By L. W. OLDS

Associate Coach of Olympic Team 1932, Coach of the Am.-Scandinavian team 1935, Director of Track Athletics, Michigan State Normal College, Ypsilanti, Mich.

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## Syracuse Tradition

[Continued from page 9]

moment. But knowing what you are doing is one thing, and doing it in relation to what your opponents are doing is something else. Whatever is going on, the 440 man should know what it is without having to consult a clock. When he acquires this faculty, he is by way of being a student of pace.

### Alone for pace

O'Brien does a lot of work alone in order to practise pace. And he will work with others who are his equals or near-equals in this judgment. A great deal of work has to be done in building up this ability.

About once in a week or ten days O'Brien, when he is in good condition, will go over the 440 route on the watch. Sometimes I will have him run it solo; and at other times with one or more of his teammates. The week before a dual meet in which he is scheduled to run two or three events is free of any heavy work. He will simply come out and "play around." This is also the case during the four or five days before a championship meet.

After the intercollegiate season is over, O'Brien will do even more work on pace, all directed toward a thorough knowledge of 400-meter running in lanes. In lane running from the staggered starts a runner should be oblivious to all others in the race except the runner to his immediate right—the fellow who started on the mark a few yards in front of him. The runner in the outside lane is in the toughest spot, for there is no one on his right to serve as guide, and everybody else in the race starts from marks to his rear. Running in this lane is the supreme test of the pace runner, and since any one might draw the lane, it is up to every man to be well practised in using it.

The editor has asked me to say something about the type runner into which O'Brien fits. O'Brien, like Barbuti and Reidpath is a "strong," "working" runner, as contrasted with the "top of the ground," "pro" type represented by the smooth, light-footed Ben Eastman and Bill Carr, and Allan Woodring of another generation. Carr and Woodring, especially, could carry a glass of water on their heads. They move easily, lightly, leaving clean incisions in the track where their spikes emerge. O'Brien fairly digs up the track. You will see many pictures of him in which the ground is ripped up in his wake. Which type do I prefer? I like the one who reaches the tape first.

Readers having any questions to ask Mr. Keane regarding training are invited to send them directly to SCHOLASTIC COACH.—EDITOR.

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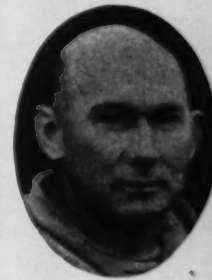
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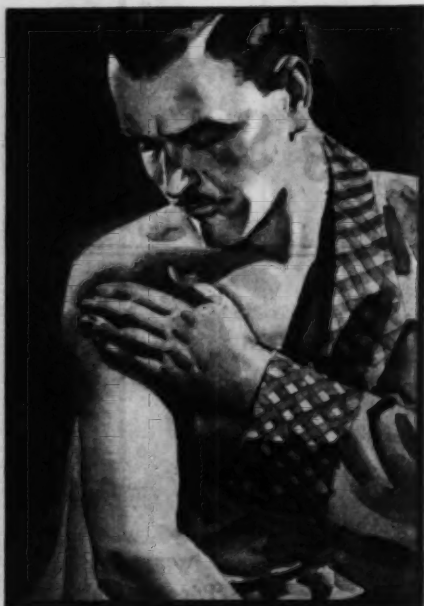
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\* Based on actual letter from our files

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## IMPORTANT MATTERS

### National High School Meeting

**A**T the recent annual meeting of the National Federation of State High School Athletic Associations in St. Louis, a number of important matters were acted upon. One of these deals with the demand for certain interstate tournaments. The National Federation has always been opposed to tournaments that involve considerable travelling and long absences from school. For that reason they have refused to sanction national tournaments and they have also refused to sanction interstate tournaments except in a few cases where small tournaments involving little travel have been in existence for a number of years and have received a special sanction from the National Federation Executive Committee at one of their regular meetings. This matter was thoroughly discussed by the Executive Committee and by the National Council. It appears that there are certain localities where it is difficult for a school to schedule teams for a tournament from their own state. Such a situation exists in the Oklahoma Panhandle and in certain mountainous districts along the border line of Missouri and Arkansas. In order to take care of situations of this kind it was voted that the Executive Committee be given authority to sanction certain of these interstate tournaments under the following conditions:

1. All petitions for such sanction shall be submitted to and acted upon by the Executive Committee.
2. Petitions must be signed jointly by the executive officers of all states whose members are involved in the proposed tournament.
3. The Executive Committee shall adopt such limitations as will insure against the exploitation of high school teams for commercial profit or for any other non-educational purpose. Said limitations shall be concerned with the number of games necessary to win the tournament, the number of games per day by any team, distances to be travelled, prospective absence from school, proper administration and control and like problems.

### Playing Rules

There was considerable discussion relative to the matter of rules writing. At one time several years ago the opinion relative to the action of the National Federation in publishing its own football rules was divided. When the football rules were first produced only three states used them. The number of states in which the rules have been accepted and officially adopted has increased to 13 during the last three years and the sentiment expressed at the council meeting indicated that nearly all of those present were convinced that this action of the Federation has produced valuable results. There was no disposition to question the advisability of continuing the publication of interscholastic football rules. Last year 12,000 of the interscholastic football rules books were distributed and it is probable that the number will be increased next season.

With respect to the writing of basketball rules it was voted that the officers of the Federation negotiate with the National Collegiate officers for a mutually

satisfactory joint committee which will make up the basketball rules for high schools and colleges. It was further voted that the National Federation ask for the privilege of publishing the joint rules in any form which may be desired by the Federation for use by the various state associations. In case this authority should not be granted, the Executive Committee of the Federation is authorized to take such action as in their judgment may seem advisable.

In connection with the publication of rules in track, swimming and wrestling, the present arrangement seems to be satisfactory. In connection with track the rules which apply to interscholastic contests are largely left in the hands of the Federation representative, E. A. Thomas of Topeka, Kansas. It is through Federation influence that certain changes for high school meets have been brought about. These changes include the adoption of a 39-inch high hurdle and of a 200-yard low hurdle race. The council authorized organized experimentation with respect to a high school discus.

### Equipment

A number of the states agreed to conduct experiments with a discus which would be designed to fit the hands and strength of high school boys. The specifications during the period of experimentation will not be definitely set. Several sets will be tried. At the present writing it appears that the most satisfactory discus is one which will have a diameter of approximately 7½ inches and a weight of 4 pounds. Several manufacturers are producing experimental implements for trial purposes. Careful data will be secured in order that the track committee will have some scientific basis for a final decision.

### Safety in football equipment

Another matter which may have far-reaching results concerns the setting up of safety standards for football equipment. A committee made up of P. F. Neverman of Wisconsin, E. A. Thomas of Kansas, H. V. Porter of Illinois and the president and secretary of the National Federation has been working with a committee of the manufacturers in an attempt to set up certain specific standards for various types of athletic equipment. While this work will not have any great influence on materials used for the 1936 season, it will probably have considerable influence on equipment which will be produced for the following seasons.

### Current Topics

In addition to the business matters which were acted upon at the annual meeting there was an unusually fine program during which important matters were discussed by prominent high school men. This discussion was in the nature of a panel led by L. L. Forsythe of Michigan. W. W. Haggard, principal of Joliet, Illinois, discussed "The Ultimate Control of Athletics." He brought out the fact that

while the ultimate control must lie in the board of education, specific powers over the activity must be delegated to the school administrator. He outlined some of the supervisory duties of the administrator and the province of the athletic director and the coach. President E. R. Stevens discussed the matter of eligibility rules and mentioned some of the trends in connection with such rules. A. L. Trester of Indiana gave reasons why most post-season and intersectional games are undesirable. P. F. Neverman of Wisconsin gave an unusually fine report on various phases of athletic injuries and methods of preventing them. Chester L. Miller of Saginaw, Michigan, outlined the duties of the school administrator in connection with the development of proper athletic relationship between neighboring schools. Fred L. Biester of Glen Ellyn, Illinois, outlined the various purposes of state and national athletic organizations. C. W. Whitten of Chicago, Illinois, discussed the problem of drinking and gambling at athletic contests.

In addition to the panel discussion there were some interesting reports on the various rules committee activities. J. F. T. Saur of Fairfield, Iowa, reported for the football rules committee, H. V. Porter for the basketball rules committee, E. A. Thomas for the track rules committee and C. E. Forsythe for the swimming rules committee. The council authorized a continuation of the present arrangement for the use of the National Federation stamp on National Federation approved basketballs and footballs which are made by the Dubow Manufacturing Co. The arrangement is for a period of one year.

#### Officers

Three vacancies on the executive committee were reported. They were caused by the expiration of the term of Walter B. Spencer, the retirement of Charles S. Davis from active school work, and the retirement of William J. Baird from the board of control of the Alabama state association. Mr. Spencer was reelected and P. A. Jones of Sharon, Pennsylvania, and E. S. Bowlus of Brookhaven, Mississippi, were elected to fill the other vacancies. Other members of the executive committee are: E. R. Stevens, Independence, Kansas; L. L. Forsythe, Lansing, Michigan; G. A. Chamberlain, Milwaukee, Wisconsin; and E. R. Rawlins, Pierre, South Dakota. The executive secretary is C. W. Whitten, Chicago, Illinois.

#### New member states

Two new states have been admitted to membership. They are Wyoming, whose executive officer is E. M. Thompson of Rock Springs, and Washington, whose executive officer is J. D. Meyer of Spokane. This brings the number of member states to 35.

H. V. PORTER.

#### Olympic Information

Information concerning special tours to Europe and the Olympic Games in Berlin this summer may be obtained by writing the Scholastic Coach Olympic Travel Bureau, 250 E. 43rd Street, New York, N. Y. Some of the tours will have famous college football and basketball coaches in attendance.

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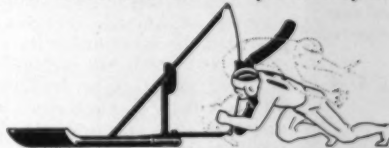
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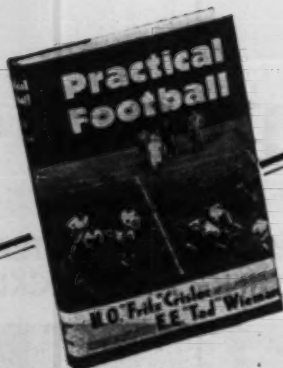
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## FROM THE STATES

This department, to appear in each issue, will include correspondence from state high school coaches associations and state high school athletic associations. All states are invited to participate.

### New York

#### Post-season game problem

**T**HE matter of post-season games and tournaments has recently become a troublesome problem for the New York State Public High School Athletic Assn. It is a generally accepted principle that post-season games and tournaments tend to an over-emphasis in sport and may impose a severe strain upon the physical vitality and health of schoolboy team participants.

Several years ago New York State abolished all state championships. In order to compensate to some degree for this abolition, sectional championships were arranged in eight sections of the state. As the result of the abolition, certain high school basketball tournaments were set up by boards of commerce, newspapers and service clubs to capitalize the interest in schoolboy athletics for their own purposes.

In order to protect member schools from a fast growing evil, the Central Committee of the Association passed a rule prohibiting all post-season games except those organized under the Association's leadership. The violation of this rule resulted in suspension of the member school for one year.

In its first year of operation, this rule proved unsatisfactory; for while the general idea had been to alleviate evils attending the basketball season, the rule also prevented intersectional post-season games in football. In the 1935 football season certain member schools played post-season games in football and the Central Committee faced the problem of suspending these schools.

The general opinion expressed by the representatives of schools present at the annual meeting in December was that the rule should be further modified in order to correct evils in basketball and still allow member schools a reasonable latitude in other interscholastic sports. For that reason the whole matter was referred back to the schools in a referendum as provided for by the constitution. As a consequence, the rule passed by the schools now provides:

1. That the basketball tournaments set up by each of the sections of the Association shall be the recognized tournaments for winning league teams in that section.
2. That a tournament for other schools may be organized by school authorities, provided the sanction of the sectional committee in which the school is located be obtained and this be further endorsed by the executive committee of the State Association. No sanction will be granted to any but school authorities.

3. Post-season games in sports other than basketball may be played by schools, although the general policy of the Association would recommend that this be an infrequent practise. This recommendation should cause a principal to justify such a post-season game from an educational

point of view before he would authorize his school to take part in such a game.

Any school violating these provisions would suffer suspension from the Association for one year. Member schools would be prohibited from playing this school during that period.

#### Consider State Dept. tieup

For several years it has been felt that there should be a closer correlation between the Public School Athletic Association and the State Department of Education at Albany. It was felt that the best educational interests of high school boys require that a program of athletics and physical education be considered together; and that athletics should be the peak of the pyramid whose broad base was the physical education program of the school. To that end the Central Committee authorized the appointment of a special committee to study this problem. This committee is made up of representatives of the New York State Council of Superintendents, the Associated Academic Principals, the Associated School Boards, the New York State Physical Education Association, the New York City Department of Physical Education, representatives from Albany and Buffalo and the Central Committee of the N. Y. S. P. H. S. A. A. and has as its chairman Dr. Hiram Jones, Chief of the Division of Health and Physical Education in the State Department of Education.

The committee is studying a simplified state-wide code of eligibility rules and its final report will be submitted to the State Association member schools. Upon their ratification, this code and its enforcement will be recommended to the Regents of the State of New York with the idea in mind of making this code State Department rulings similar in character to the present syllabi and examinations rules.

The 1935 copy of the New York State Physical Education Syllabus for Boys, which incidentally is one of the finest pieces of work of this character available, contains a recommended Basic Eligibility code on page 181 and recommended season game limitations on page 182. It will be interesting to see whether the state educational authorities will venture into the field of making and enforcing eligibility rules in interscholastic sports.

#### Football injuries

The experience of the Association for the 1935 football season varies in some respects with the accident reports made by Floyd R. Eastwood of New York University. In his report presented before the American Football Coaches Association on Dec. 28, Prof. Eastwood found that the most serious accidents occurred to the youngest players in high school, those of the age of 14. The reports for the New York State schools do not show any such condition—the most serious accidents occurred over the entire age group with 17 years being the median point. The probable reason for this difference is indicated by a study made of first and second team membership of 100 schools listed in the plan. Fifty percent of the boys were older than 17 years—showing that football in New

York State is played generally by older boys in schools which can provide a squad of at least two full teams. In fact, one of the provisions of the Athletic Protection Plan has been that no school will be covered unless it has at least 24 boys of 15 years of age and over on its squad. This provision, while it pertains only to the Athletic Protection Plan, has definitely discouraged the organization or continuance of football teams in the smaller high schools and has resulted in the consequent substitution of soccer and other fall sports.

The operation of the plan has brought to light what appears to be a serious defect in the attention which is paid by school doctors and principals to the physical condition of boys who make up the football squads in our schools. It was found that inadequate physical examinations were made of 80 percent of the boys who played and that in the case of the other 20 percent, the doctor had often found a serious physical defect of one kind or another and still had allowed this boy to participate in this physical contact game. It is an open question to what extent the school board, the principal of the school, and the school physician would be liable if such violation could be proved.

In far too many cases the income received from a successful football season is the sole means of support of the other high school sports. In the light of this factor, high school coaches need to develop winning teams, and they will probably not heed too greatly the recommendation that some 170-pound boy be barred from the squad because he has a heart murmur.

Another conclusion that was reached by our experience this past season was that the fee of 75 cents per boy will cover the full cost of the *scheduled* injuries.

But the unfortunate fact remains that, in many cases, the scheduled injury amount is insufficient to cover the medical or dental expense involved, especially if the injury is of a complicated nature. For instance, any physician is willing to adjust, strap up, and treat a simple fracture of the nose for \$10 or less, but when a boy has his nose "pushed all over his face" he deserves and should get a surgical treatment which would cost far in excess of the \$10 maximum paid.

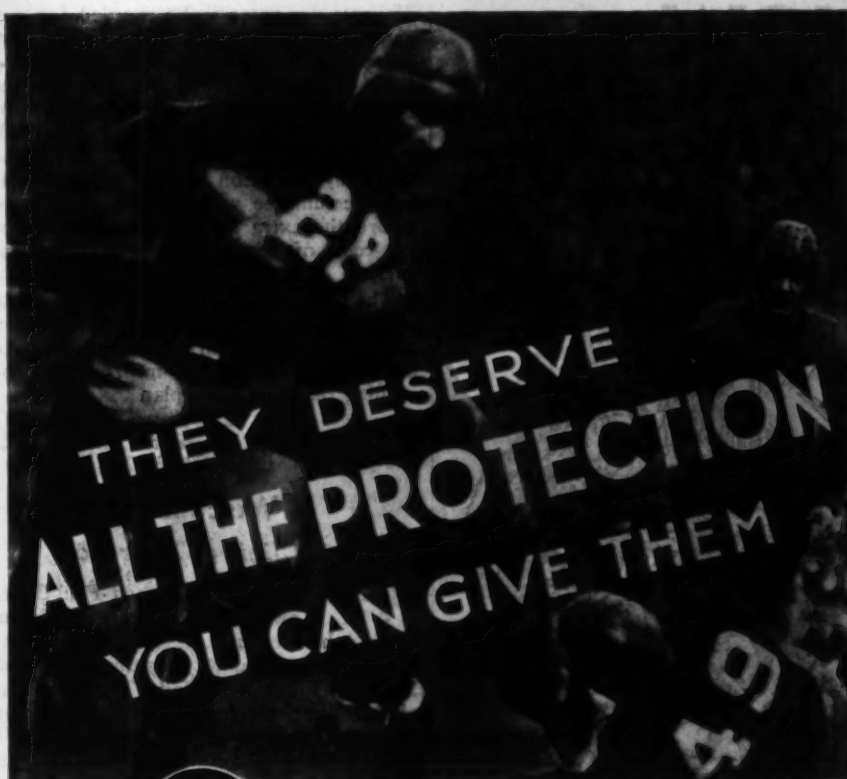
#### Two cases in point

The number of such severe cases has been especially noticeable this year and the funds paid in by the schools were insufficient in amount to pay the fair costs in repairing the damage. Two cases will illustrate our position.

Case A. Severe contusion of lower end of humerus (shoulder to elbow), with internal infection resulting in oedema of left arm. No fracture. Hospitalization and doctor's bill \$114.85. Adjusted amount paid, \$20.

Case B. Complete longitudinal fracture of the fourth metacarpal bone (bone in hand). Doctor's and surgeon's fees \$43. Allowed as per schedule, \$7.50 plus X-ray \$5.00, total \$12.50.

These conditions were reported to the member schools participating in the plan with the recommendation that the fee be placed at \$1 and the season game limitation be placed at seven games for this fee;



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25 cents per game to be charged for any game over seven which a school plays. The schools by a heavy majority vote endorsed these changes and they will become the rules for the operation of the plan beginning Sept. 1936. The scheduled benefits will remain substantially the same as for the 1935 playing season but the claim adjustment committee will be in a position to award the extra sums to compensate for the costs of unusual and complicated injuries.

The secretary of the New York State Public High School Athletic Association will be glad to mail to any other state athletic official complete information concerning the New York plan.

F. R. WEGNER  
Sec'y-Treas. N.Y.S.P.H.S.A.A.,  
Roslyn Heights, N. Y.

### Wisconsin

#### Football Clinic at Lawrence

**A**T the invitation of Coach Paul Duerr of Lawrence College, Appleton, Wisc., the Coaches Association will co-operate in putting on a football clinic on Whiting Field next fall. The date has already been set for Saturday afternoon, Sept. 12. This is the first football clinic undertaken in Wisconsin, and is an outgrowth of the success of the numerous basketball clinics held throughout the state during the past two years by the Association. The only other clinic of its type covering football demonstrations has been held at Marquette University through the stimulation of one of the Milwaukee newspapers, under the direction of Coach Frank Murray of Marquette. This has been largely a demonstration of various types of offensive and defensive play. The Lawrence Clinic will have as its first objective the demonstration of several rules interpretations. There has repeatedly been a demand over the state for more uniform officiating, and this clinic will attempt to strike right at the heart of many officiating problems in football. In addition, several phases of football will be demonstrated by college and high school players. High school, college, and amateur football men from all over Wisconsin will be invited to attend.

#### Intra-state intersectional games

A trend within the last four years in Wisconsin is the scheduling of intra-state intersectional high school football and basketball games. Formerly, the practice was to confine the schedule activities of most schools to games within their respective conferences. Now outstanding teams, principally in basketball, are looking for at least one or two games to be played with strong competitors in conferences in other parts of the state. This policy has been a factor in breaking down many barriers, has served to get closer harmony between sections, and has a stabilizing influence on types of play and officiating over Wisconsin.

Another trend in Wisconsin is the use of what, for a better name, are known as the "minor sports," hitherto confined to intramural activity, for enlarging the interscholastic program among neighboring schools. A school will invite another

school to competition in these minor sports, thus broadening the base of the interscholastic program and setting up additional stimuli to the intramural program. Some schools confine this at present to wrestling and boxing meets. Others are scheduling the meets in table tennis, handball, badminton, free-throwing, and bowling. In the team games, volleyball, basketball and playground ball are scheduled. This is a worthwhile project, and invites new interest from boys not on varsity teams.

LOUIS E. MEANS  
President, Wisconsin Coaches Assn.

### Notes from Other States

**Florida.** The Florida High School Coaches Association was organized at a meeting held in Gainesville, March 14. Temporary officers were elected until the next meeting, to be held in Gainesville the 24th and 25th of this month, during the State Track Meet. A. P. Pierson of St. Augustine was elected temporary president; Mike Houser of Jacksonville, temporary first vice-president; Willard Johnson of Tampa, temporary second vice-president; and L. L. McLucas of Sanford, temporary secretary-treasurer. This same group is acting as a committee to draw up a constitution and by-laws which will be acted upon at this month's meeting.

L. L. McLUCAS.

**Texas.** Texas Centennial officials will set aside one day during the week of August 3 as "The Texas High School

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## WHEAT KRISPIES

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Football Coaches Assn. Day" as a greeting to the coaches who will attend the Association's annual coaching school to be held that week in Dallas . . . B. W. Spearman, former Texas Christian backfield ace who has been coaching at Olney for the past three years, has transferred to Paducah for the 1936 season . . . Basketball District 23 is going to experiment with a new method of determining the district champion next year. Heretofore the county champions of eight counties and Temple and Austin have met in a district tournament at Georgetown and have played a regular elimination tournament. Next year Austin and Temple are planning to play a three-game series the winner of which will meet the winner of the Georgetown tournament for the district title. In this way the competition will be evened, and inasmuch as the title is generally between Temple and Austin anyway, the champion can be determined more fairly with three games than with one. The small schools will also welcome the plan because only one of them will not have to compete against Temple and Austin. There are rumors of a Double A division of the Interscholastic League which will be composed of schools with student bodies of 1,000 and more. Several of the large city athletic directors are trying to work out a plan for the new set-up. But it can hardly be formulated before 1937.

STANDARD LAMBERT.

**Missouri.** The track and field clinic sponsored by the University and the Coaches Association attracted a disappointingly small attendance. The program, however, suffered none from this indifference of high school coaches, and the session was hailed as eminently worth while by those who attended it . . . The fourth annual Chillicothe Business College High School Relays will be held the 18th of this month . . . A change in the rules withdraws the restriction on the number of events in which an athlete may compete . . . In past years an athlete was limited to five events, three of which might be track events and two in the field . . . C. B. C. has one of the best tracks in Missouri, with a 220-yard straightaway . . . Entries for the meet should be sent to T. E. Lail.

C. E. POTTER.

**Illinois.** For the fourth time in five years Maine Township H. S., Des Plaines-Park Ridge, won the Illinois swimming championship in a meet in which six state records were set and one national high school record. World-famous Adolph Kiefer of Roosevelt H. S., Chicago, set the national record for the 100-yards backstroke at 58.5 seconds, breaking his own national high school mark by 1.3 seconds. This, incidentally, also affects the American A. A. U. record the same way, for the present American record is also Kiefer's at the same time, made at the same place. Other state records broken were: 100-yds. freestyle by McCollum of University H. S., Chicago, 56 seconds; 200-yds. freestyle by Zerrien of Maine Township H. S., 2:09.8; 100-yds. breaststroke by Lonchar of Bowen H. S., 1:09.8; 200-yds. relay by Maine Township, 1:40.9; 150-yds. medley relay by Maine Township, 1:25.7.

H. V. PORTER.



Practice now makes the going easier later on, whether the game be baseball, football, or any other. Smart coaches know that. They're calling workouts, giving chalk-talks, setting their squads down to a little training table practice, too.

Right now, in the spring, they are recommending fruit juices, particularly DOLE Hawaiian Pineapple Juice. For here's a fruit juice that is pure and unsweetened. A fruit juice without a single added preservative. A fruit juice that's easy to get, for it's as close as the corner grocer. A fruit juice that's easy to serve; you just punch a hole in the vacuum-sealed can, and pour. It's certainly worth trying, worth making a part of your own schedule of spring practices.



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## A Program of Health Instruction

[Continued from page 16]

### 3. Recreation

- a. Meaning of recreation (to recreate through change of activity that affords pleasure)
- b. Forms of recreation
- c. Forms of recreation requiring excessive demands on energy

### II. Fatigue

- A. The normal result of all human action
- B. Indications of fatigue: loss of efficiency; lessening of capacity to do work, and to sustain activity; inability to concentrate attention; errors in work; restlessness; general feelings of weariness and depression
- C. The importance of heeding sensations of fatigue
  1. Nature's protection against excessive fatigue
  2. Circumstances under which symptoms of fatigue may be unreliable indication of true fatigue  
Illness, lack of interest in work, emotional disturbances
- D. Physiological causes of fatigue
  1. Expenditure of available food supply—review briefly process of metabolism
  2. Accumulation of the waste products of metabolism more rapidly than can be removed by the blood
- E. The harmful effects of excessive fatigue
  1. Predisposition to certain diseases—especially respiratory

### 2. May affect normal growth and development of children

- a. Relation to malnourishment in children
- b. School factors which favor the development of cumulative fatigue  
Value of relief activities in prevention of cumulative fatigue
- c. Home conditions which predispose to cumulative fatigue—tensions, work, lack of sleep, etc.

### 3. May cause death

Marathon runners

### 4. Decreases efficiency

### 5. On personality

Irritability, quarrelsome, etc.

### 6. On health

- a. Drain in vitality
- b. The importance of guarding the over-tired child

### F. Recovery through rest

#### 1. Actual fatigue can be removed only through rest

- a. Restoration of energy and elimination of accumulated products of metabolism and fatigue toxins
- b. More effective to rest often than wait until complete exhaustion—if rest is postponed time of recovery greatly prolonged
  - (1) Chief argument against long working hours
  - (2) Output of work greater if pauses for rest are allowed at suitable intervals

#### 2. Forms of rest

- a. Relaxation
- b. Change of activity
- c. Play and recreation
  - (1) The recreative value of play during the school day as well as at other times

- (2) Values of play in relation to normal, physical, mental, social and emotional growth and development
- (3) Use of different sets of muscles, nerve cells and synapse
- (4) Change from work
- (5) The influence of interest

Examples: The boy who is fatigued from working in a store all day is not too tired to play baseball; a girl fatigued from doing housework can dance for hours without feeling fatigued

- (6) Pleasure in social contacts with others

### d. Sleep

- (1) The most complete form of rest  
Average person spends one-third of his life in sleep
- (2) Nature of sleep  
Various explanations—exact nature unknown
- (3) What happens during sleep
  - (a) Worked out cells repaired and rebuilt
  - (b) Most functions of body reduced to minimum
  - (c) Dreams
    1. Some dreaming a normal condition of sleep
- (4) Amount of sleep needed
  - (a) Varies with individual
  - (b) Growing children require more than adult
  - (c) Harmful effects of the tendency of adolescents to have too little sleep
- (5) Conditions which favor sound sleep
  - (a) Good ventilation



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- (b) Firm mattress, light covering, low pillow, clean bed linen
- (c) Complete relaxation — forget worries
- (d) A warm bath
- (e) Quiet
- (6) Abnormal conditions of sleep
  - (a) Insomnia—inability to sleep
    - <sup>1</sup> Factors which tend to produce insomnia: illness, worry, lack of outdoor exercise, drinking tea or coffee for some people, over-eating, mental work before retiring, over-tired
    - <sup>2</sup> Ways of overcoming insomnia: formation of regular habits of retiring; stop worrying over inability to sleep, warm bath, light lunch
  - (b) Somnambulism — walking in one's sleep
- e. Vacations
  - (1) Opportunity for rest and relaxation
  - (2) Change of activity
  - (3) Opportunity to live more healthfully—out of doors, agreeable companionship, needed amount of rest
  - (4) Importance of continuing healthful way of living after return to work if vacation is to continue to be of value
  - (5) Wholesome ways of spending one's vacation
    - (a) Camping, motoring, fishing, climbing mountains, gardening, indulging in one's hobby, going to the country or seashore

### Suggested Activities

- I. Discuss opportunities which are provided in the daily program at school for the prevention of fatigue, length of class periods, opportunities for relaxation between classes, relief activities in the form of short games or exercises, opportunities for rest following luncheon period; change of activity, e.g., music, art and physical education alternated with science, mathematics, or other courses, opportunities for participation in physical education activities daily, opportunities for study at school thus reducing amount of home study.
  - II. Individual pupils work out daily and weekly budget of time devoted to (1) work during school hours, (2) athletic, social or other activities at school after school hours, (3) hours of home study, (4) hours of work at home or elsewhere, (5) social activities, (6) hours of rest or relaxation and (7) hours of sleep. Determine whether maximum of energy is being devoted to the most important tasks.
  - III. Individual pupil study his own sleeping habits and conditions under which he sleeps. Discuss and practice improvements.
  - IV. Committee report how improvement in etiquette might eliminate certain factors of noise in own community in relation to use of automobiles and radios, street noises, bells and whistles, barking dogs, noise at home, noise at school, noise in offices or
- Have committees report on what New York is doing to curb city noises.
- V. Committee of girls study and report on local athletic program for girls as it affects energy requirements and fatigue on the basis of physiological and anatomical limitations of girls.
  - VI. Committee of boys report on opportunities provided for rest in athletics.

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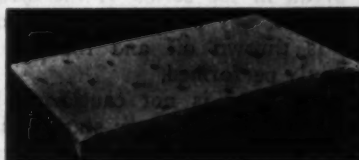
The basketball that can meet the exacting requirements of the National Federation of State High School Athletic Associations and the coaching fraternity for seven successive years of regularly scheduled games, and district, regional and state tournaments, likewise deserves recognition. But the Dubow D35 does not need or desire laurel wreaths or orchids. Its best reward for continuous sterling performance is something it already has—hearty approval of the coaching fraternity.



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## Changing Style

[Continued from page 13]

Alexander of London) calls the "means-whereby" to reach the desired end. In tennis, for instance, this may mean taking up a certain position with the feet, using the legs in a certain way, putting the legs and torso into a certain position of dynamic balance, swinging back the racquet arm in a certain line of direction, bringing it forward in another line of direction.

Whatever the series of muscular acts may be that is finally worked out, the player must get the *feel* of the whole act in this completely new way.

It is at this point that the greatest difficulty arises because the player mistakenly keeps his mind only upon the *end* view, namely to hit the ball, or to jump the hurdle, or whatever the task may be. Concentrating as he is on the end in view, he forgets momentarily the means of getting to that end, and he immediately lapses back into the old habit again and the series of automatic acts clicks off as before.

For this reason, it may be necessary to go through the right motions with the player, step by step, actually placing his limbs in the desired positions one after the other. With practice, he will then be able to perform one act after the other and finally bring them all together into a new and correct, connected series.

It is vitally important that the separate acts be accomplished, to use Alexander's expression "All together, one after the other." To do this, the player must keep telling himself—must keep giving directions to himself in his own mind—as to just what he is going to do all through the series: "I must keep my feet in this position, then use my legs in this way, then swing back in this manner" and so on.

This is admittedly difficult at first and that is the reason why style is such a hard thing to change. While giving himself directions for the first movement, the player must go on to the second movement, *still keeping the directions of the first movement in mind*, and then go on to the third, fourth or fifth movements. If there is a break in the series, if the directions fail at any one point, the whole series is thrown off and the act is incorrectly performed.

If the player is not cautioned, he will go wrong at the very start by instinctively commencing to do the thing in the old, wrong way, thereby putting into motion the whole faulty automatic pattern.

The only way for the player to avoid this, is to *forget for a while the end in view*, and when he gets the signal or stimulus to start, whatever it may be, to *consciously refuse to react in the old way*.

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## What Age?

[Continued from page 12]

their teams. In that respect, high schools are in the position of colleges which countenance high-pressure, quasi "pro" practices, so that athletic income may finance intramural sports, gymnasiums and stadiums.

Finally, we must not forget that we have a responsibility to each one of the 2% nineteen-year-old boys in our high schools. John Doe's son is very often still in school in his nineteenth year through no real fault of his own. He deserves a better break. If our American high schools were properly set up, he would not be in high school. But we are faced with facts and not with theories, and we find that he is in high school. His experience and maturity may make him satisfactory assistant coach of the scrubs or the second team. He can often be entrusted with this responsibility and through it gain more valuable lessons than through actual participation as a player. He may make a good referee for intramural games and in some cases may actually take over the direction of a program of intramural competitions. His physical development and character development are for him as important as that of any other 17- or 18-year old boy. In fact, he probably needs more guidance than the boy of average mentality and scholastic attainment.

It is a challenge to the school and to the athletic department to furnish this development, and they can do so most effectively by making the boy responsible for leadership in the intramural field. Many educational leaders would bar boys less than 16 years of age from varsity football and would allow boys to play until they were 20 years or even 21 years old. If we were to consider community teams where the team would be selected from all the young men of ages 16 to 20 years, we could endorse this view. But we are considering *high school* playing conditions, and these conditions make the 19-year rule the only fair answer to the problem. Already some sectional leagues have adopted the lowered age rule. It will be interesting to see which state will be the first to adopt it.

### Basketball Coaches Meet

The annual meeting of the National Assn. of Basketball Coaches, shifted from St. Louis, where it was originally scheduled, to New York in order to permit coaches to attend the Olympic basketball finals in Madison Square Garden, was held April 2, 3, and 4. See the May SCHOLASTIC COACH for a full and technical report on the meeting, and on the Olympic basketball finals.

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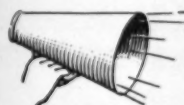


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# HITTING THE BALL

By Jack Bailey

**O**PINIONS may vary on the one single factor most essential to a winning baseball team but anyone who knows a foul tip from a base on balls will tell you that hits mean runs and runs win ball games. This being true, the average coach is apt to appraise the hitting strength of his team as an accurate indication of how much or how little he can expect from it.

Good hitters are rare. Hitting is one of the finest skills in all sports, finest in the literal sense. A fast moving ball that may jump this way or that and must be hit on a surface "not more than two and three-fourths inches in diameter at the thickest part," presents a problem unique in sports skills. The psychological fear of getting hit with the ball is not the smallest factor in accentuating the difficulties of a coach

angles for harder and longer hits. So much for the rules of batting form. Simple, aren't they? I don't think so.

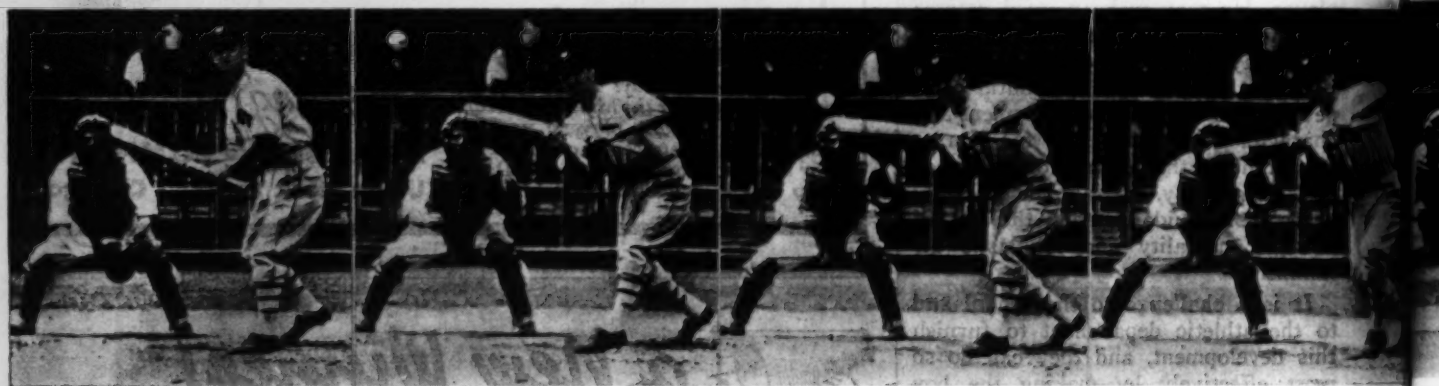
A coach cannot follow such rules blindly. For the majority of his hitters they will prove the best and quickest method for better hitting. But a minority will require different treatment, because of peculiar personal traits. The difference between a good coach and a poor one lies in the sizing up of these out-of-the-normal players, and arriving at the remedies for their ills.

## Some remedies

Here is a lad who is unable to hit fast-ball pitching. He either swings too late and fouls the ball or it is past him for a called strike before he can decide whether to swing or not. He has a nice stance and swing but something is wrong. The wise coach moves him back

good but he has the habit of swinging too soon for the curves. The coach should try moving him back in the batter's box, delaying the start of his swing until after the curve breaks. The eyes that are sharp enough to follow fast-ball pitching will take care of the hitting after that. Those eyes may be sharp enough to warrant moving the hitter forward in the box, letting him hit the curves *before* they break. The careful coach finds out which plan is best.

Then there is the hitter who swings too soon on both curves and fast ones. His watchful coach will see if he is using a bat that is too light for his most efficient use. Or the batter may be standing too far back in the box. Such a hitter might be improved by moving him forward, letting him hit the curves before they break. A



striving for better results from his team's attack.

In teaching batting the first consideration is the matter of form. Form in baseball, as in other sports, consists of doing a thing in the manner accepted as the most efficient way of accomplishing a purpose.

## Form hitting

Correct batting form is outlined with the hitter standing squarely at one side of the plate, at a distance from the plate to be determined by his individual preferences based on experimentation, with feet fairly close together. The length of the bat is determined by the batter's distance from the plate. The bat must be long enough so that a normal swing of it will extend to the outside edge of the plate. The form hitter steps forward with his swing, straight into the pitch, so putting the weight of his shoulders and body back of the swing for the maximum power. His bat comes through on a line parallel with the ground, even if he has to crouch to meet the low pitches properly. The bat meets the ball squarely at right

in the batter's box, gives him that extra split second advantage that is gained by moving him further away from the pitcher. This hitter is used to starting his swing when the ball is at a certain point in front of the plate. Starting it from his new position his swing is going to be just a little quicker, perhaps just enough quicker to make hits instead of fouls.

Or perhaps this youngster is taking the position in the box best suited to his individual requirements but is using a bat that is too heavy for him to swing and time properly against fast-ball pitching. Instead of the bat coming through on a line parallel with the ground and meeting the ball squarely, it comes through at an angle and turns in the hands of the batsman. The watchful coach has him use a lighter bat and tells him why the change is made.

On the same team is the boy who is a "sucker" for curve ball pitching. His judgment of fast ball pitching is

## Laying Down a Bunt

Travis Jackson, New York Giants' third baseman, planting a perfect bunt along the third-base line. Important points: the bat held in a line parallel to the ground at the moment of impact with the ball, and brought to a point well forward of the body, and the right hand so placed that the bat will give on impact; the direction of the ball controlled by the "pointing" of the bat in its horizontal plane. Omitted because of space limitations are the first pictures in the movement which show Jackson's normal preliminary action. This, of course, gives no indication that the bunt sign is on. The bat is gripped as for a normal swing, and not adjusted for the bunt until the last possible moment, this moment being determined by the time it takes the bunter to set himself properly. It is better to be too soon than too late.

pitcher with a sweeping curve that breaks over for strikes will cause the wise coach to move his batter back with a warning to start his swing later.

## Stepping into the bucket

In the eyes of most coaches the greatest sin a hitter can commit is pulling away from the ball—stepping into the bucket. Instead of stepping squarely into the pitch, the batter steps back and to one side with the forward foot. His swing is shortened,

power lost. By all the rules of baseball form such a batsman is doomed as a hitter. Yet one of the greatest hitters of all time is a bucket-stepper. His name is Al Simmons.

A phenomenon? Perhaps. Or the explanation may be found in the person of a good coach of long ago. Simmons uses one of the longest bats in the American league. Doesn't it seem logical that the bucket-stepper should need a longer bat than the form hitter?

High school coaches find a great many hitters of the bucket-stepping variety. Some of them no coach will ever be able to change. They may have been hit with a pitched ball as Simmons was. They cannot help pulling away. The wise coach gives such hitters longer bats of weights best suited to their requirements and makes no attempt at changing a habit that cannot be changed. Such a coach finds out *why* a hitter is pulling away from the ball.

The majority of such hitters in high schools have formed the habit because



of lack of instruction. The good coach shows them the proper method, drills them until it becomes second nature for them to step into the pitch. Some of his players will learn slowly. The coach has these laggards stand further away from the plate and issues shorter bats to them. They must step into the pitch to hit the ball at all. Once the habit is formed he moves them back into the correct position at the plate, and gives them longer bats.

### Bunting

Here is a team in bunting practice. Every man standing up at the plate as though intending to hit, hands close together on the bat handle, gripping it tight. But at the last moment a hand goes out to the middle of the bat as it comes through on a line with the pitch and parallel with the ground. Held loosely and drawn backward at the moment of meeting the ball, never pushed forward. Drawn back at the proper angle for placing the ball.

There are very few good bunters in baseball; even major leaguers are, as a rule, not at their best in bunting.

There is a decided place in baseball for the bunt. Some close games are decided by advancing that runner up to second base into a scoring position. The bunt can also be used by good bunters as a complete surprise when the bases are empty.

### The squeeze play

Another time when a bunt saves the day is in a close game when you want to squeeze in a run. The squeeze play is not as much in favor as it once was, but it remains smart baseball, and when properly executed by a batsman who is a good bunter, and by a base runner who knows what to look for and when to start, it is a difficult play to break up, and is a highly disconcerting play. A couple of squeeze plays worked successfully in quick order on a team usually turns that team into near-panic, and they begin throwing the ball all over the place, veritably tossing you the game.

The average player who tries to bunt is too late getting ready. Unless a boy is expert he must be set for a bunt before the ball gets anywhere near him. If he is very good he doesn't need to; he can take a half swing and still get his bat out. Practically all would-be bunters are over the plate or back of the plate when they are trying to bunt. Occasionally you might bunt an outside ball with your arms in close and

your bat back of the body, but it is an accident. If the bat is not in front and a pitcher has any fast ball at all and is pitching high inside, a man trying to bunt in the way described simply cannot make a success of it. The bat must be well in front toward the pitcher as far as possible with the body leaning forward from the hips when it meets the ball.

Bunters often make the mistake of gripping the bat too tightly. Young players should be taught to get the bat out in front of the plate as far as they can reach toward the pitcher without being off balance. When the pitcher's arm is up over his head with the ball ready to come forward, the bunter ought to be out in front set to bunt. This may very well serve to signal the defense that a bunt is to take place, but if it is a good bunt it does not matter whether the defense knows about it a moment sooner. Experienced bunters only should be allowed to wait until the ball is on its way before getting set to bunt.

A point to be observed in gripping the bat for bunting, in order to pre-

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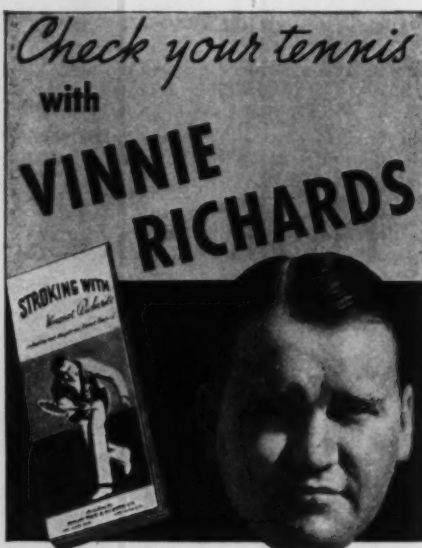
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vent too tight a grip on it, is to balance the bat lightly in the fingers of the right hand (for right-hand hitters), with the thumb on top of the bat—not behind it. Thus it will not be necessary, nor desirable, to draw in the bat as the contact with the ball is made, in order to shorten the roll of the ball. The bat itself will give, if held as suggested, without drawing the arms back. This "giving" of the ball will take most of the roll off the ball, which is, of course, what you want.

### Preferred stance

There are two accepted stances for bunting. In the first, illustrated in the first of the bunting photographs, the bunter takes but a short step forward and turns his hips a little so as to bring the bat out in front. In the second stance, which I think is not so good as the first, the bunter turns around and faces the pitcher, with his body practically at right angles to the path of the approaching ball, and both feet pointing at the pitcher. I believe that the player is not so well balanced in this second stance, and if the pitch happens to come close, or right at the batter, he has much more difficulty in avoiding being hit. Moreover, the bunter is unable to shift as readily, or reach as far in event the play calls for his hitting the ball, fair or foul.

### Fightin' Mood

[Continued from page 17]

lacing and in that way to show the superintendent of my school how wrong he was in picking me for the job.

Now I realized that this coach had a fine ball team, and that he was a good coach with a splendid record. After a careful study of his team personnel, I didn't see how we could hold the score down to three touchdowns. I immediately called my captain into the office and explained the whole situation to him. My captain, who had been so close to me for the past six or seven months, immediately said, "Coach, give me a bit of strategy to lick them, and I will get that gang of ours to do it." I could see the blood rushing through the veins of my fine captain, and the tears of happiness came into my eyes because here was a 17-year-old boy that could take care of a situation that I was unable to do much with.

I told him the only thing to do was to explain the exact details to the entire squad after practice tomorrow night. The captain went even further by having our superintendent come to the meeting to tell the squad why he selected me as their coach in preference to the opponents' coach.

All week the boys worked like Trojans in practice, and every minute of practice you could hear my captain yell, "Come on gang, show him our appreciation." The night before the game, as we gathered to

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plan the battle for the next day, I just casually remarked to the players that this was one game they had to win for me, but it was one time that I could not explain to them why. After the meeting, several of my first string players, so primed that they had to throw a hint to me, said: "We know why we have to win tomorrow, and nothing will stop us."

As the players stepped into the bus to go to the opponents' field, they were greeted with a sign placed there by the captain which read:

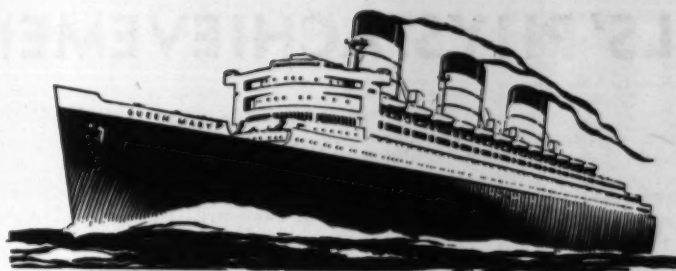
A VICTORY TODAY  
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TO OUR COACH

The actual details of the game do not matter, but after fighting gallantly all afternoon with our backs to the wall, we finally received a break in the middle of the field in the last two minutes of the game. As soon as this break came, the captain could be heard to say all over the field, "A touchdown in two plays, gang." In two lateral plays we made our only two first downs of the game, and with that the only touchdown. In the dressing room after the game, the captain in the midst of the whole squad presented me with the ball used in the game, and with it a very fine and spirited speech on how the boys had pledged themselves to win the contest for me.

On still another occasion I remember we had won 59 games. The next game was with one of the strongest teams in the state of Ohio; and I knew that if we could come through that game, we would gain state-wide recognition. The Monday before the game I had our Student-managers paint "Get 60" in show card paint on each squad member's locker. All over the school building signs appeared reading "60." Squad members and the entire student body were inquiring of one another what the "60" meant. Some of the answers were that the coach was 60 years old, and still others thought it was 60 touchdowns for the season. The captain came in the picture when he addressed a letter to each member of the squad stating that our school would be out after its sixtieth victory tomorrow, and that a gold ball would be placed in the trophy case emblematic of this great feat in six years of competition.

At a big pep assembly on the Friday afternoon before the game, the captain explained to the student body what the slogan "Get 60" meant, and the student body howled for a victory.

At half-time on the day of the game, we were trailing by a score of 6 to 0. As I came into the dressing room I heard the captain command each member of the squad to sit in front of his locker and read the slogan "Get 60." I was amazed at this leadership, so I remained at the entrance door. After what seemed like hours of silence I noticed the captain going around giving each member a piece of chalk. He then commanded each one to write, "WE will get 60" and sign his name. In all my eight years of coaching this was the first and only time that I said nothing to my squad between halves. I knew they were keyed just right to come through the second half. The result was that we scored two touchdowns to win, 13 to 6.



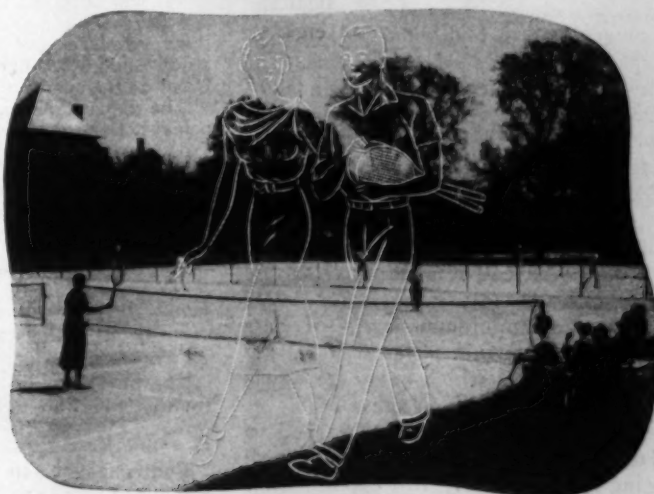
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**BASE RUNNING**—Ages 12, 13, 14, 15, 16 and up.

**Equipment:**

Regulation baseball diamond bases 35 feet apart for ages 12 and 13; 45 feet apart for ages 14, 15, 16 and up.

**Rules:**

The performer stands on home base. On a signal she runs around the bases, touching first, second, third, and home base in the order named. The time needed to complete the run around all bases and return to home is the performer's record. Failure to touch any base invalidates the record. The time is recorded in seconds and fifths of seconds.

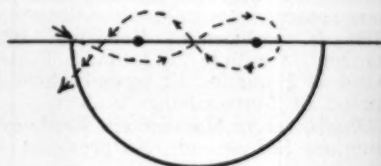
**FIELD HOCKEY DRIBBLE**—Ages 14, 15, 16 and up.

**Equipment:**

Regulation field hockey goal. Regulation hockey stick and hockey ball or practice ball. Regulation scoring circle (striking circle).

**Rules:**

The ball is placed at the point where the striking circle meets the goal line.



Striking Circle

At a signal the performer dribbles the ball along the goal line, in and around both goal posts, and back to the starting point. The time is recorded in seconds and fifths of seconds.

**POTATO RACE**—Ages 12, 13, 14, 15, 16 and up.

**Equipment:**

Two wooden blocks 2½ inches square. A starting line. A 12-inch square marked on the floor or ground 15 feet from the starting line. Two circles 6 inches in diameter drawn at a distance of 30 feet and 45 feet respectively from the starting line with one of the wooden blocks in each circle.

**Rules:**

Performer starts from behind the starting line, runs to the nearer circle, picks up the block, and places it in the square. She then runs to the farther circle, picks up the block, and returns to the square, touches the square with the block and then runs with it to the farther circle. She then returns to the square, picks up the other block, and runs with it to the nearer circle. She then returns to the starting line. Blocks must not be

dropped or thrown but must be placed in the circles or square. Blocks must be entirely within the circles or square or the event must be run over. A maximum of three trials is allowed. Time is recorded in seconds.

**RUN AND CATCH**—Ages 8, 9, 10, 11, 12, 13, 14, 15, 16 and up.

**Equipment:**

For ages 8, 9, 10 and 11, regulation soccer ball, well inflated. For ages 12, 13, 14, 15, 16 and up, regulation basketball, well inflated. Two posts or uprights with a cord stretched between them 10 feet from the ground. Starting line 10 feet long.

**Rules:**

The distance for ages 8, 9, 10 and 11 shall be 20 feet; for ages 12 and above, 30 feet. At signal, the performer runs from the starting line, tosses the ball over the cord, catches it, and runs back to the starting line. Three such trips are made, finishing at the starting line. In case of failure to catch the ball, it must be secured, tossed over the cord in either direction, and caught before running is continued. Score is recorded in seconds and fifths of seconds.

**SOCCER DRIBBLE**—Ages 12, 13, 14, 15, 16 and up.

**Equipment:**

Regulation soccer ball, well inflated. Starting line 10 feet long. 2 posts or Indian clubs placed 20 and 40 feet from the starting line as in diagram.

**Rules:**

The ball is placed on the starting line. At signal, performer dribbles the ball forward around either side of the first post and around the opposite side of the second post; she returns to the first post passing on the opposite side from that which she first passed. On rounding post number 1 on the return trip, she kicks the ball across the starting line. She must use only her feet throughout the performance. The time elapsing from the signal, "Go," to the moment the ball crosses the starting line is taken as the performer's score. The time is recorded in seconds and fifths of seconds.

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